Effective Sentences
Writing for Success

INSTRUCTOR’S MANUAL

Jan Fluitt-Dupuy
Chapter 1: Telling about You

Objectives

• Reading short passages in paragraph form
• Writing sentences that mimic the short reading passages
• Understanding the most important parts of speech: subjects and verbs
• Learning about the long, sometimes difficult, process of writing

Opening Photograph and Questions (p. 1)
Direct students' attention to the photograph and the questions below it. Elicit responses from the students, listing on the board the types of information people typically give in introductions.

Expansion Exercise: Pair Work
Put students in groups and ask them to introduce themselves to their partners and chat for a couple of minutes. Afterward, list on the board the types of information they discussed together. Then address the photograph and questions. Are their answers to the two activities different?

Sentence Basics

Activity 1. Discovering Sentence Basics (pp. 2–3)
Read the directions aloud to the class, emphasizing that students are to find four parts in each of the eight sentences. Go over the example sentences together, making sure students understand this specialized vocabulary: subject, verb, capital, period, question mark, and exclamation point. As the students work together in pairs, circulate around the room and offer guidance. Keep their attention focused on finding the four aspects of each sentence and making the four types of marks. Students may have difficulty with question word order and auxiliary verbs. This is an excellent opportunity to prepare them for forming questions in English.

Expansion Exercise: Homework
Ask students to bring in 5–10 sentences from webpages or newspaper articles from home. They should edit each sentence with same types of marks as in Activity 1. They may share these with a partner at the beginning of the class to review sentence basics.

Reading Activities

Activity 2. Thinking about Vocabulary (pp. 3–4)
Students will need help with question word order. Some students will need extra help with some of the vocabulary of conversations when meeting someone for the first time. Discuss too the differences in formality of certain introductory statements in a conversa-
tion. Consider introducing students to the art of “small talk” with these types of questions they are likely to encounter when meeting people.

Activity 3. Read and Respond (p. 4)
This exercise is provided for speaking practice. Students may work on pronunciation, stress and intonation, and fluency.

Expansion Exercises: Pair Work and Role Play
Pair work: Put students in pairs to practice asking and responding to these common questions:

- What is your name?
- What do you do?
- Where do you come from? Where are you from?
- Do you like living here?

Role Play: For a variation, ask students to stand up and walk around the room as though they were at a party. They must “meet” as many people as they can in ten or fifteen minutes. Set a timer for three or four minutes so that students know when to rotate to another person. For fun, ask students to make up a new persona with a new name, country, and occupation. To add to the festive atmosphere, serve juice or sparkling water in plastic champagne glasses!

Activity 4. Word Order (p. 5)
This activity underscores the importance of subjects and verbs and prepares students to learn about the helping verb do used with question word order. Students may do this activity individually or in pairs, especially if they seem to have difficulty noticing any differences or picking out subjects and verbs. Go over their answers together as a class. Some students will volunteer information about helping verbs and thus pre-teach the concept that follows.

Activity 5. Fill-in-the-Blank (p. 6)
This activity is a follow-up to the short grammar lesson on question word order and the inversion of subjects and verbs. It can be assigned for homework or classwork. Ask pairs of students to check each other’s work. Ask questions about any problems as part of a whole-class discussion.

Activity 6. Read (p. 7)
This activity is designed to prepare students to read unfamiliar material. Start first by asking students how they read new material in which there is unknown vocabulary. Do they reach for a dictionary each time they encounter a new word? The directions offer an alternative strategy, so be sure to read them aloud and discuss completely. Practice this short reading in class so that students can be prompted to keep reading and not stop to look up words right away. Discuss the words they underlined. Elicit responses of their meanings so that students are encouraged to guess at the meanings of some unknown words.
Expansion Exercise: Homework

Choose another short passage from the newspaper or other easy-to-read source (search the internet for “easy ESL reading passages”). Choose a short one. Ask students to read and underline unfamiliar vocabulary but NOT look up the new words in a dictionary. In class, check to see which words gave students the most difficulty and discuss their meanings together. Also check to see what understanding of the passage they were able to glean without knowing all the vocabulary.

Activity 7. Respond (p. 7)

This activity gives students practice in writing complete sentences. They are essentially locating the answers to the questions and copying the answers on the blanks provided. Students should complete this activity in class where you and/or partners can check for missing capitals, end punctuation, or words. Consider using the exercise as a way to pre-teach subject pronouns vs. proper names.

Grammar Activities

Activity 8. Changing Nouns to Pronouns (pp. 8–9)

This activity can be assigned for homework and can be checked in class quickly by distributing copies of the answers to students working in pairs. Ask the partners to mark correct answers on each other’s papers. Circulate to help struggling students. At the end of the activity, take up the papers to review which students are still having trouble.

In this particular activity, ask students to read and mark carefully for complete sentences with capitals and end punctuation marks.

2. She studies physics.
3. Does he study physics too?
4. They have two children!
5. We are good friends!
6. He studies music.
7. Does it have a good music program?
8. They are from a small town in Germany.
9. It is a peaceful place to live.
10. They can be exciting places to live.

Activity 9. Using Be and Have (pp. 9–10)

In this particular activity, ask students to read and mark carefully for the three forms of be in the singular and the sole form of have that changes in third-person singular.

2. You are twenty-five years old.
3. I am a musician.
4. Frank is a good student.
5. Benito and his wife are from Venezuela.
6. His wife has a long walk to school.
7. I have so much work to do!
8. You have a car.
9. Benito has two children.
10. We have a nice dorm room.

Activity 10. Using the Simple Present Tense (pp. 10–11)

In this activity, ask students to read and mark carefully for the –s ending on third-person singular present tense. Stress to students that third-person singular subjects is the only form that they need to think about adding an ending for regular present tense verbs. Some students will have more trouble with this than others. Try to develop gentle reminders to students who do have this trouble in their speech and writing.

2. I walk to work.
3. You live very close to the university.
4. Ana works as a physics teacher.
5. Benito and I like spicy foods.
6. Frank learns very quickly.
7. His wife comes from a big city.
8. I hate my apartment.
9. Frank and his roommate study together every night.
10. The dog enjoys long walks.

Expansion Activity: Ongoing Incentive Programs

Keep grammar tokens (coupons, buttons, stickers, etc.) to give students every time they correct one of these common errors in their own speech or writing. Make the awarding of these tokens festive and special. When students have ten tokens, they can then turn them in for something useful or fun, like a pencil or small notebook, or a simple treat like a candy bar.

Activity 11. Finding Fragments (pp. 11–12)

This activity may be corrected quickly in class using the method described in Activity 8. In this particular activity, ask students to read and mark carefully for both subjects and verbs in every sentence.

  3. They live with their parents in an apartment near the university.
  4. They go to a U.S. high school.
  5. The oldest child, Andrei, likes computer science.
  6. The youngest one, Andra, likes art and literature.
  7. They are good in mathematics.
  8. They make good grades in school.
  9. Ana and her husband want them to go to good universities in the U.S.
 10. The children study hard even in summer.
Writing Activities

Journal Writing (p. 12)

Before assigning journals, it is important to develop a reasonable, workable system of how to give regular feedback to the journal. Some teachers take them up weekly or biweekly and respond “lightly,” not writing a response on every post or every page. Other teachers choose to respond more completely, essentially writing a journal or letter back to the student. Other teachers ask students to write journal entries on a blog or within course management software that the teacher as well as other students can respond to. More ideas are explored in the Journal sections of Chapter 2 in this Instructor’s Manual.

Find what works best for the style of the class and remind students often of the expectations. Ask students if they have ever kept a journal before. Explain the difference between a diary and a journal. Make sure they understand that they will not be expected to have perfect grammar and that communicating ideas is the ultimate goal. While it is important to abstain from correcting grammar in order to encourage students to stretch and make mistakes, it is equally important to provide regular feedback. If students feel that the teacher is not paying much attention to this assignment, motivation to complete the journal activities will quickly decline.

Expansion Activity: Additional Journal Topics for Activity 12 (p. 13)

1. Write about the most famous person that you know personally.
2. Write about the most famous person that you would like to meet someday.
3. Write about the most interesting person who lives in your neighborhood.
4. Write about the most difficult person in your family.
5. Write about the most talkative person that you know.
6. Write about the most intelligent person that you know.
7. Write about the most courageous person that you know.
8. Write about the most romantic person that you know.
9. Write about the funniest person that you know.
10. Write about the most unusual person that you know.

Activity 13. Guided Sentence Practice (pp. 13–14)

This activity is designed to produce a first draft that will become a paragraph in the fashion of the model paragraphs. This activity can be assigned for homework. As a follow-up activity in class, ask students to read each other’s sentences and suggest more information that could be included in a first draft. Journal assignments can also be a rich source of sentences that can be included in a first draft.

Activity 14. Writing a First Draft (pp. 14–15)

It can be especially useful to ask students to produce first drafts in class. Invaluable observations about students’ work habits, strengths, and weaknesses can be made at this time. Encourage students struggling to produce a first draft to go back to the sample paragraphs.
and use those sentences as models for their own. The students who seem to zip through first draft writing can be encouraged to add more to their drafts and stretch a bit more than they might have done writing on their own at home.

Transition Words (p. 15)
The vast array of transition words can quickly be overwhelming to beginning and intermediate students. Rather than presenting an exhaustive list of all transition words at this stage, discuss only those appearing in the students’ writing at this stage. Journal entries from the students will be a rich source for sample sentences that indicate the kind of language the students need and want to use. Project these sentences (corrected and without identifying names) and discuss how the transitions make the connections between the sentences clearer. Praise mightily! Learning what they do well is a powerful motivator for students.

Activity 15. Peer Editing (p. 16)
Peer editing is always a bit tricky and especially so with students who are still learning to write in English. Two tendencies emerge: either students want to correct grammar or they don’t feel they have the expertise to “judge” another’s draft. Head off both problems by going over directions carefully in class. During the peer-editing activities, circulate in class and encourage students to make suggestions for positive change.

Some teachers prefer to make the peer editing an oral activity, with the authors reading their papers aloud (while their editors read copies of the written text). This activity works well with groups of three or four. Editors then make oral comments that the author then notes for future revisions. It can be hard to be negative in a face-to-face situation. Again, observations that a teacher can make during this activity can be very enlightening; observe which students work best and which students need additional support. The main disadvantage of this second method is that the oral peer review will be very time-consuming.

Activity 16. Writing Additional Drafts (p. 17)
Students will need to be reminded to focus on working their most important ideas and details into the paragraph. Tell students to focus on these points in the order presented:

1. Clear content
2. Logical order of sentences
3. Transitions (#2 and #3 work together)

Teacher comments should also focus only on these three aspects of the drafts. Remind students that grammar problems will be cleared up in later drafts. Use the rubric on page 8 of the manual to help focus students’ attention to only these matters.
### Chapter 1: Telling about You

#### Rubric for First Draft

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating (Check one)</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Clear Content</td>
<td></td>
<td></td>
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<tr>
<td>Logical Order of Sentences</td>
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<tr>
<td>Transitions</td>
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**General Comments and Suggestions for Next Draft:**
Activity 17. Working on Grammar (p. 17)

This activity asks students to unleash their inner detective. Put students in pairs and ask them to exchange papers. Ask students to circle subjects and underline verbs just as they did in Activity 1. Alternatively, they can highlight these two parts of speech in different colors. It can sometimes help students isolate and review sentences as discrete units if they begin reading from the bottom up. If working in a computer lab, students can disassemble the paragraph into sentences in a list by inserting returns after each punctuation mark. The idea is to get the students to begin to see the parts of the sentence as puzzle pieces that must fit together as perfectly as possible.

Expansion Activity: Grammar Checklist (p. 17)

Ask students to fill out the checklist on pages 10–12 to double-check their subjects, verbs, and transition words.

Activity 18. Preparing a Final Draft (p. 17)

It is often possible to deal with grammatical problems that occur in these later drafts as a class activity. From student drafts, prepare a document that pulls several sample sentences from their drafts. Go over together as a class, spending as much time as necessary. Time spent on editing grammar at the precise moment when it is needed is time well spent.

For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 13 to give students important evaluation and feedback.
Chapter 1: Telling about You

Grammar Checklist

Name ________________________________

Copy each subject from every sentence in your draft in the first column. Then place a checkmark in the column that shows what type of subject it is. Check for errors. Make any corrections that you find on your draft.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Plural Subject? -s ending or irregular plural</th>
<th>Plural Pronoun?</th>
<th>Singular Subject? no -s ending</th>
<th>Singular Pronoun?</th>
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Now, copy each verb from every sentence in your draft in the first column. Then place a checkmark in the column that shows what type of verb it is. Check for errors. Make any corrections that you find on your draft.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Plural?</th>
<th>Singular?</th>
<th>3rd person singular?</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-s ending or irregular verb form</td>
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</table>
Finally, write each subject and verb from each sentence in your draft in the chart. Make sure that singular subjects have singular verbs and that plural subjects have plural verbs. Check that each sentence \((S + V)\) ends in a period, exclamation point, or question mark.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Punctuation</th>
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List all your transition words here.

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<th>Transition Words</th>
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## Chapter 1: Telling about You

### Rubric for Final Draft

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellent 90–100</th>
<th>Good 89–80</th>
<th>Average 79–70</th>
<th>Weak 69–0</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Critical &amp; Creative Thinking</strong></td>
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<tr>
<td>Content and Ideas 30 points</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20–0</td>
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<tr>
<td>• Sentences give information about the author.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6–0</td>
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<tr>
<td>Order and progression of Ideas 10 points</td>
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<td>• Draft has a clear beginning and end.</td>
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<td>• The order of ideas is connected.</td>
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<td>• Transitions are used.</td>
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<td><strong>Language Use</strong></td>
<td>20–18</td>
<td>17–16</td>
<td>15–14</td>
<td>13–0</td>
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<tr>
<td>Vocabulary and Word Forms 20 points</td>
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<td>• Words are used in their proper form and meaning.</td>
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<td><strong>Sentence Structure</strong></td>
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<td>8</td>
<td>7</td>
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<td>10 points</td>
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<td>• Sentences have subjects and verbs.</td>
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<td>• Sentences have proper punctuation at the end.</td>
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<td><strong>Grammar and Mechanics</strong></td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20</td>
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<td>30 points</td>
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<td>• Be and have verbs are used properly.</td>
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<td>• Singular subjects match singular verbs; plural subjects match plural verbs.</td>
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You are improving in the following areas:
1. 
2. 
3. 

You still need to work on the following areas:
1. 
2. 
3. 

Final Grade:
Chapter 2: Telling about a Place

Objectives

• Reading short passages that describe places
• Establishing good vocabulary study habits
• Identifying compound subjects and verbs
• Writing sentences that connect logically to describe physical space

Opening Photograph and Questions (p. 18)
Direct students' attention to the questions beneath the photograph. Ask students to discuss answers to these questions in small groups of two or three. Elicit a few responses from the students to get a sampling of the different locations that interest them. Students may choose to describe a spot of natural beauty, a busy market, a solitary bedroom, or even an imaginary place. As always, encourage students to stretch when choosing their locations, even if the process outstrips their vocabularies. Their motivation and language will improve if they work just a bit beyond their comfort zone.

Expansion Activity: Vocabulary Building (p. 18)
Direct students' attention to the photograph and ask them to call out what they see. Write the vocabulary on the board. Focus attention on basic vocabulary that they will need to describe the picture: *sky, trees, rocks, flowers, bushes, water, ripples*. Some students may try to describe the physical layout of the photograph. In that case, this vocabulary will be useful: *in the upper right/upper left/lower left/and lower right of the photograph*. Some students may want to organize information according to what appears to them as most important, or the largest feature in the photograph. All these organizing techniques should be encouraged. Students can then describe the sentences first to each other in pairs and then as a whole class. They may write out a full paragraph as homework.

Expanding Sentences

Independent Clauses (p. 19)
This topic builds on identifying subjects and verbs in Chapter 1 and expands the concept. It is crucial that students be able to pick out in a sentence “who or what is doing what action.” Even in a simple sentence, other words can easily distract a students’ attention away from this essential information. Spend some time explaining this important grammatical vocabulary, ensuring that students are comfortable with the terms *clauses, simple sentences* and the more formal term *independent clause*. This familiarity will eventually make teaching complex sentences in Chapters 6 and 7 easier.
Activity 1. Testing for Independent Clauses (p. 20)

2. Subject: She Verb: misses
3. Subject: mountains Verb: are
4. Subject: people Verb: come
5. Subject: people Verb: ski

Compound Structures: Expanding Subjects and Verbs with And (p. 20)

Students also need to be aware of the differing uses of and to link all structures—not only independent clauses but also subjects and verbs. If students don’t understand this ability to link all types of grammatical categories, they will have difficulties identifying main subjects and verbs. The ability to identify main subjects and verbs (or who or what is doing what action) is essential knowledge for preventing fragments.

Activity 2. Making Compound Subjects and Verbs (p. 21)

2. Leo and his family live in Salvador.
3. Two million people live and work in Salvador.
4. Many traditions and customs come from West African slaves.
5. Brazilian food and music are popular with the visitors.
6. Millions of people sing and dance in the streets during Carnival.

Reading Activities

Activity 3. Starting a Vocabulary Notebook (p. 22)

Much research has documented the importance of teaching vocabulary, especially with respect to the use of corpora in determining frequency of vocabulary and collocations. It is now understood that both direct and indirect methods for acquiring vocabulary should be in every student’s toolkit. While students should read in English outside of class as much as possible, they should also be encouraged to develop their own particular methods for selecting, learning, and memorizing new vocabulary items each week. Some research indicates that about 20 new words a week is a good target goal.

Vocabulary notebooks are one way to focus students’ attention on acquiring new words on a daily basis. Other methods can be equally or even more effective. Old-fashioned, low-tech flashcards have numerous advantages: they can be shuffled, sorted, and resorted to achieve an ever-changing balance between freshness and repetition. Flashcards can easily be shoved into a pocket or a purse and reviewed in nearly any environment. And they are cheap!

Students can be encouraged to keep their own personal lists of words they encounter in their daily activities. Their motivation will be much higher, and they will be starting a habit that may continue for many years—an essential skill if they are to reach the recommended 20,000 words to become high-functioning speakers and writers of English. There are many excellent websites that help students choose which words to study. They can start with a search for the General Service Word List on the Internet for the 2,000 most common words. The Academic Word Lists and the many accompanying websites that use these lists for self-study are also excellent resources for intermediate students and beyond.
Repetition is the key to learning vocabulary. Consider making vocabulary study a focal point in the class by devoting five or ten minutes of each class to filling out entries in a vocabulary notebook, making flashcards, or letting students quiz each other on their entries. With a little bit of extra effort, personalized written quizzes can be devised for grading opportunities.

Activity 4. Reading (p. 22)

Use the text to introduce a sample paragraph with content that will help them construct their own sentences in the later writing task. Guide students to start their own vocabulary notebooks, giving students the opportunity to develop their own learner autonomy by selecting a personalized list of words they wish to learn. Assign the vocabulary notebook as homework and discuss their choices in class.

Expansion Exercise: Homework

These short reading passages in the Reading section of each chapter can also be used to give students pronunciation practice, not only for individual words but also for stress, intonation, and fluency. Ask students to practice reading this paragraph aloud at home until it becomes almost natural. When they feel comfortable with their reading, students should record themselves using a free web-based program and a computer equipped with a microphone, not once but three or more times. With each recording they should be trying to improve in terms of fluency and speed of speech. Students can email the mp3 files to the instructor for review and feedback. Play one or more of their efforts in class for a quick listening activity.

Activity 5. Respond (p. 23)

Check that students have correctly changed the verb in Number 3 to a plural verb and the third-person singular pronouns in Numbers 7 and 8 (along with the correct -s endings on verbs).

2. Gangreung is on the east coast of South Korea.
3. Mountains, lakes, and the ocean are all nearby.
4. Tourists find friendly people and good seafood.
5. Winters are not too cold.
6. In the spring they hike in the mountains.
   They go to the beach in the summer.
   In the fall they go to see the lovely changing leaves.
   There is skiing in the winter.
7. She misses her hometown.
8. She hopes to live there again one day.
Activity 6. Recognizing Compound Structures (p. 24)
This activity leads into the grammar lesson for the chapter on multiple subjects and verbs in simple sentences. Once students have correctly identified the sentences from the sample reading with compound subjects and verbs, ask them to work in pairs to write original sentences that follow similar sentence patterns. Project some of these new sentences on a board or overhead screen for a whole-class activity.
1. Mountains, lakes, and the ocean are all nearby.
2. Visitors come and stay during all four seasons.

Grammar Activities
Singular and Plural Subjects (p. 24)
Once students understand the concept of compound subjects and verbs, emphasize that commas help readers identify these critical parts of speech. It is often useful to discuss punctuation as a reader’s aid, and not just an arbitrary and complex system of conventions designed to drive new writers of English completely mad! Learning the U.S. conventions of punctuation will take some time. Keep students’ attention on main clauses, and little by little they will come to understand the system.

Activity 7. Identifying Singular and Plural Subjects (pp. 24–25)

S
2. She wants to be a pharmacist.

S
3. Mesay comes from Ethiopia.

S
4. Her name is short for Mesaynish.

P
5. She and her sister are in college.

P
6. Etsegenet is the name of her sister.

P
7. Mesay and Etsegenet study hard.

P
8. They have two little brothers.

P
9. Samson and Kidus are their names.

P
**Subject-Verb Agreement (p. 25)**

This explanation is aimed at getting students to make associations, even the ones that may seem at first counter-intuitive. It will not make any sense to an English language learner that plural nouns take -s endings and plural verbs don’t. Dwelling on this phenomenon in a somewhat dramatic way can sometimes help students put the grammatical information into long-term learning. Encourage students to list other grammatical points that puzzle them and discuss ways they have found useful for remembering the correct form. In this way, teachers can facilitate analytical inquiry into the target language and the students’ own learning, leading to learner independence.

**Activity 8. Making Subjects and Verbs Agree (p. 25)**

Point out the irregular plural of Number 5.

2. Gangreung has a lot of natural beauty.
3. The mountains, lakes, and the ocean are all very beautiful.
4. Many tourists come to see these places.
5. The people bike in the mountains.

**There + Be Sentences (p. 26)**

This sentence pattern is one that students are likely to know already. Students will often demonstrate difficulty with subject-verb agreement because the true subject is found later in the sentence. Remind them once again to keep looking for main subjects and verbs.

**Activity 9. Agreement with There + Be Sentences (p. 26)**

Students may be confused by the use of the noncount food in Number 2. If so, a brief and simple review of count and noncount nouns can occur at this point (See Appendix D, p. 129). Keep the focus on the grammatical aspect of singular/plural in the two categories of nouns.

2. There are a lot of visitors in my city too.
3. There is wonderful food to eat.
4. There are many types of music.
5. There are many traditions from West African slaves.

**Objects (p. 26)**

Lead into this topic by reviewing the questions that identify the main subject and verb of a sentence:

Who or what is doing the action?
What is the action happening?
Activity 10. Recognizing Compound Objects (p. 27)

2. Salvadoran cooks use peanuts, coconut, and okra to make some of our delicious dishes.

3. Our music and dance also have roots in Africa.
   Slaves in the field would dance and fight.
   Many visitors also come to Salvador for the music and dance of Carneval.

Expansion Exercise: Answers for Mesay’s paragraph (p. 27)

These sentences contain compound structures:

My father and mother worked and saved for many years to buy it.

To the right, there are stairs to the second story. Further to the right is the family room with a TV and our computer.

There are two sofas there, a coffee table, a shelf of books, and a stereo. The living room leads to the dining room.

The dining room connects to the kitchen and a laundry area.

My bedroom, with a bath and shower, is also downstairs, next to the family room.

Upstairs there are three bedrooms and two full baths.

It is a nice house with plenty of sunshine and room.

Writing Activities

Journal entries are intended to get students used to writing in English in a fun way without the stress and interference of grammar mistakes. Communication is paramount.

Activity 11: Journal Topics (p. 28)

Feedback, of some type, is crucial in assigning journals for homework or classwork. Avoid getting buried under the weight of reading endless pages of journals by using some of the following tips and tricks.

• Bulletin boards, in the physical space of a classroom and/or in cyberspace of a blog or other course management system, can be enormously motivating for the students whose work is posted. Try to give a wider audience to all class members, even if only short excerpts from longer journal entries can only be posted. Encourage everyone to comment in writing. Post-it notes can be provided to affix to physical bulletin boards. Blogs and electronic forums can make commenting easy. Extra points to those who do comment ensure many responses!

• Round Robins can be used to write journals as a team. Give a journal topic to the class. Assign students to form teams of three or four and then discuss for 3–5 minutes what to write as a first sentence. Once agreed upon, the sentences are written and the journals of teams are exchanged. The teams then discuss and appropriate follow-ups as new sentences. The exchanges continue until the original teams receive their original journals and finish up the journal. Ask for volunteers to read their journals/stories. The results can be quite hilarious.
• Think-Pair-Share works beautifully for providing instant feedback. Students can find this feedback from their peers quite gratifying. Sometimes, these activities create lasting relationships that provide support outside the classroom. Put students in pairs and ask them to exchange one journal that they feel comfortable sharing. Instruct students to read each others work and respond in one of three ways:

1. praise and discuss what the student learned from the journal
2. praise and discuss what the journal reminds the student of
3. praise and ask questions about information the student still wants to know

Students must realize that the focus is on positive reinforcement of communication. This activity can be oral or alternatively students can write these responses in a companion journal entry.

Expansion Activity: Additional Journal Topics (p. 28)

1. Write about the most famous city that you know.
2. Write about the most famous city that you don’t know.
3. Write about the most boring place that you know.
4. Write about the most exciting place that you know.
5. Write about the place you see from your bedroom window.
6. Write about the most interesting museum that you know.
7. Write about the strangest hotel that you have visited.
8. Write about the quietest place that you know.
9. Write about the loudest place that you know.
10. Write about the dirtiest place that you know.

Activity 12. Guided Sentence Practice (pp. 28–29)

1–9. Answers will vary.

Reinforce the importance of subjects and verbs while students are writing these sentences in class. Attention given to this grammar point now within the context of a structured writing assignment can often head off troubles later in the drafting process.

Activity 13. Writing a First Draft (p. 29)

If students have done some substantive writing in class, this first draft can be safely assigned as homework. Encourage students to stretch a bit by assigning a goal of 150 words. Keep an eye out for writing that is unusual (more correct, lengthier than the goal, more ambitious vocabulary) as the drafts come in. Inexperienced and anxious writers can often begin bad habits when they supplement their own writing with sentences from the web or help from a well-meaning friend. Address the topic of plagiarism often in class, even to beginning writers. When confronted with an alleged case, probe gently but firmly into the student’s writing process. This lesson of ownership in writing is a culturally sensitive topic but one vital for student’s success in a U.S. academic setting.
Linking Sentences in Paragraphs (p. 31)
This topic is important for writers to begin to order sentences in paragraphs that will make sense to readers, thus establishing logical order. Repeating key words or phrases is a much more natural method of achieving coherence than students’ use and overuse of transition words (like *on the other hand* and *however*). Reminding students to pay attention to these details at the sentence-writing stage will pay dividends when they are confronted with more difficult and denser topics to organize into academic essays.

Activity 14. Finding the Linking Words (p. 31)

2. sentences Numbered 4, 5, and 11
3. sentences Numbered 5, 6, 8, and 14
4. sentences Numbered 8, 9, 10, 11, 12, and 13

Revision

Activity 15. Peer Editing (p. 32)
If possible, allow at least two, and three if possible, students to read each draft and complete the peer review form. The more that students become aware that writing is a highly collaborative activity between writers and readers, the better.

Activity 16. Writing Additional Drafts (p. 33)
As in Chapter 1, content and organization are the still the most important elements for peer editors to comment on in the early drafting stages.

1. Clear content
2. Logical order of sentences
3. Transitions (≠2 and ≠3 work together)

Teacher comments should also focus only on these three aspects of the drafts. Remind students that grammar problems will be cleared up in a later draft. Use the rubric on page 22 to help focus students’ attention to only these matters.
# Chapter 2: Telling about a Place

## Rubric for First Draft

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating (Check one)</th>
<th>Comments</th>
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<tr>
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<td>Excellent</td>
<td>Good</td>
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<tr>
<td>Clear Content</td>
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<td></td>
</tr>
<tr>
<td>Logical Order of Sentences</td>
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<tr>
<td>Repeated Key Words, Phrases, Pronouns, and Transitions</td>
<td></td>
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</tbody>
</table>

General Comments and Suggestions for Next Draft:
Activity 17. Working on Grammar (p. 33)
Continue to show students that one way to approach grammar at this stage in the writing process is to pretend errors are a pleasurable puzzle to be solved. Ask students to come up with ways to make editing sentences more “game-like.” Their ingenuity can be refreshing, surprising and very rewarding.

Expansion Activity: Grammar Checklist (p. 33)
Ask students to fill out the checklist on pages 24–25 to double-check their nouns and pronouns, verbs, and independent clauses.

Activity 18. Preparing a Final Draft (p. 33)
For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 26 to give students important evaluation and feedback.
Chapter 2: Telling about a Place

Grammar Checklist

Copy the words that come before and after and from your draft into the chart. List the nouns, pronouns, and verbs that you use with each and in the proper column. If you find that you’ve joined two independent clauses with and, write those clauses into the third chart.

<table>
<thead>
<tr>
<th>1st Noun or Pronoun</th>
<th>2nd Noun or Pronoun</th>
<th>3rd Noun or Pronoun</th>
<th>Plural verb</th>
<th>Commas used if there are three noun or pronouns?</th>
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<table>
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<tr>
<th>1st Verb</th>
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<th>3rd Verb?</th>
<th>Commas used if there are three verbs?</th>
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<table>
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<tr>
<th>1st Independent Clause</th>
<th>2nd Independent Clause</th>
<th>Commas used between independent clauses?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

This checklist is reproducible. Copyright © 2013 University of Michigan.
Now list any key words or transitions from your draft in the left column. Do you refer back to these words in the sentences that come later in the draft? As you did in Activity 14, list the sentences that contain linking words.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Linking Words in Sentences</th>
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</thead>
<tbody>
<tr>
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### Chapter 2: Telling about a Place

#### Rubric for Final Draft

<table>
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<tr>
<th>CRITERIA</th>
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<th>Good (89–80)</th>
<th>Average (79–70)</th>
<th>Weak (69–0)</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Critical &amp; Creative Thinking</strong>&lt;br&gt;Content and Ideas&lt;br&gt;30 points&lt;br&gt;• Sentences give information about a place.</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20–0</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong>&lt;br&gt;Order and progression of Ideas&lt;br&gt;10 points&lt;br&gt;• Draft has a clear beginning and end.&lt;br&gt;• The “order of movement” around the place is clear.&lt;br&gt;• Transitions and linking words are used.</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6–0</td>
<td></td>
</tr>
<tr>
<td><strong>Language Use</strong>&lt;br&gt;Vocabulary and Word Forms&lt;br&gt;20 points&lt;br&gt;• Words are used with proper form and meaning.</td>
<td>20–18</td>
<td>17–16</td>
<td>15–14</td>
<td>13–0</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structure</strong>&lt;br&gt;10 points&lt;br&gt;• Sentences have subjects and verbs.&lt;br&gt;• Sentences have proper punctuation.</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Mechanics</strong>&lt;br&gt;30 points&lt;br&gt;• Be and have verbs are used properly.&lt;br&gt;• Singular subjects match singular verbs; plural subjects match plural verbs, even in There is/are sentence patterns.</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

You are improving in the following areas:
1.
2.
3.

You still need to work on the following areas:
1.
2.
3.

Final Grade:
Chapter 3: Telling about Likes and Dislikes

Objectives

- Reading short passages in paragraph form and continuing to expand vocabulary
- Composing compound sentences in addition to simple sentences, focusing on subjects and verbs
- Using negative verb forms and using adjectives and complements
- Adding transition words to help organize sentences into logical units

Opening Photograph and Questions (p. 34)

The topics explored in this chapter will appeal to many students. The subjects of sports and hobbies will elicit good conversation. Get students talking about what they like to do in their free time, either in pairs or groups. Picture dictionaries in print or on the web can be useful to remind students of the various sports and recreational activities.

Expansion Activity: Surveying Classmates and Friends (p. 34)

A quick search of the internet under the topic “likes and dislikes esl” can pull up numerous lists of activities. These activities can then be compiled into a checklist or graphic organizer. There are several good templates at the website eslflow.com. Students can then survey each other in the class, and compile oral and written reports about their classmates’ interests. Or the activity can be assigned as an out-of-class activity with students surveying their friends and family.

Expansion Activity: Vocabulary Building (p. 34)

Ask students to conduct a web or dictionary search for the verbs most commonly used with sports and recreational activities in English: go/play/do. Assign groups of students one of these words to research in the dictionary. They will find long, complex dictionary definitions with long lists of collocations. It will take a group of students a while to digest, negotiate, and distill the most important information presented in the dictionary, so it might be best to do this as a class activity. Once students are clear of the meaning of their assigned word, go, play, or do, they can report their findings about these words in mini Powerpoint presentations, or by making permanent posters to display in the classroom.

Even low-level students can produce lists of activities usually associated with the word they have been assigned. This lists of activities can projected and pronounced aloud. Students can then tell each other which of the activities they like and which they do not like.

Expanding Sentences

Compound Sentences (p. 35)

This grammar point builds on the compound subjects, verbs, and objects studied in Chapter 2 to include independent clauses linked by the coordinating conjunctions of and, but, or, and so. The mnemonic device of FANBOYS is introduced. Though all seven coordinating conjunctions are presented here, only the four most common are emphasized in these
exercises. Stress the differences in logical relationships between the independent clauses implied by the different connectors. These logical relationships at the sentence level will take on more significance at the paragraph and essay level as the students progress in their writing abilities.

In the activities that follow, continue to direct students’ attention to the grammatical terms of *independent clause* and *compound sentences*. Insist that students use these terms and provide many opportunities for them to label and discuss the structures of their sentences. Continue to stress the importance of identifying main subjects and verbs.

**Activity 1. Combining Sentences with *And, But, Or,* and *So* (pp. 36–37)**

2. The house is in a quiet neighborhood, and it is convenient to shopping and schools.
3. I study in my room, or I work at the computer in the den.
4. The kitchen is next to the dining room, so we eat most of our meals at the dining room table.
5. My bedroom has a good view of the back yard, and I love looking at the pretty garden. OR
   My bedroom has a good view of the back yard, so I love looking at the pretty garden.
6. We spend family time in the living room listening to music, or we watch TV in the den.
7. My parents sleep in one bedroom with a door leading to a bathroom, but there is another bedroom with an attached bath. OR
   My parents sleep in one bedroom with a door leading to a bathroom, and there is another bedroom with an attached bath.
8. I am the oldest child, so I have the other bedroom and bath.
9. My parents want to sleep close to my little brothers, so they sleep in the upstairs bedroom next to their rooms.
10. I sleep downstairs next to the kitchen, but I do not slip in there late at night for snacks!

**Activity 2. Comparing Simple and Compound Sentences (p. 37)**

3. S
4. C
5. S
6. S
7. C
8. C
9. C
10. S
Reading Activities

Building Vocabulary (p. 38)

The words presented in this reading are typical of what adult students are likely to produce when they begin discussing their likes and dislikes. Their hobbies are likely to require somewhat specialized vocabulary, which students may or may not have. Ask if any are interested in Luke’s hobby, 3-D or web-based design. Chances are there are one, two, or more students who can speak about this subject and activate other students’ background and real-world knowledge in preparation for reading.

For those students who may not be interested in this particular topic—and even for those who are interested—encourage them to take the time to look up, explore, learn, and practice the specialized vocabulary of their favorite activities. Ask them to create special sections in their vocabulary notebooks or create a special set of flashcards devoted to their own personal preferences. This vocabulary will form an important foundation that they will turn to whenever they meet a new person in English. Because they are describing their personal likes and dislikes in a new language, they will find themselves needing, and using, this vocabulary again and again.

Activity 3: Matching Definitions (p. 38)

2. masterpiece
3. three-dimensional
4. software
5. design
6. texture
7. model
8. fascinated
9. process
10. skeleton

The text instructs students to turn to a dictionary to study the words more completely than the matching exercise requires. Ask students to choose five or more of the words listed in this exercise to put into their vocabulary notebooks. Extracting information about parts of speech, collocations, and sample sentences gives students essential information to produce the new words in their own speech and writing. Be sure to set aside ample classroom time to teach the structures that support these words. Provide plenty of practice time for students to try out these new words in their own contexts that are appropriate for their own worlds.

Activity 4: Reading (p. 39)

Before reading, ask students to scan the text and mark the new words that they have just studied. Then ask students to scan for any additional words that are unfamiliar. Discuss these words as a class. Ask students to read the paragraph silently and then discuss their answers to Activity 5 with a partner. The partners must first agree on the answer before they write it down.
Activity 5: Respond (pp. 39–40)

Here’s an active way to check comprehension questions and work a little grammar into the discussion: give students large pieces of newsprint or paper and markers. Assign pairs or groups of students one sentence to write in large letters. Encourage them to stretch themselves by answering the questions as completely as possible, in simple and compound sentences, with the grammar as correct as they can make it. Post these sentences around the room. Move in groups to each new sentence and check grammar. As always, praise generously and minimize any discomfort that errors may cause. Students should always see errors as essential to growth and progress in the target language.

2. 3-D graphic design seems a little like creating a sculpture.
3. It is better because the computer can fix mistakes fast.
4. He begins with a simple shape and tries to model it into something else.
5. This process can take many hours.
6. He needs to add color, texture, and light.
7. Light is the hardest to add.
8. Light on the computer does not at like natural light.
9. Movies like Shrek and Ice Age are masterpieces of 3-D design.

Expansion Activity: Respond to the Reading and Apply It to Other Movies (p. 39)

Bonus materials on DVDs and You-Tube videos often reveal a behind-the-scenes look at computer animation and computer-enhanced special effects for popular movies. Assign teams of students to research the web for how-to videos for their favorite movies. They can then present summaries of their findings to their classmates.

Grammar Activities

Negatives (p. 40)

Using the templates found in Expansion Exercise Surveying Classmates and Friends (p. 34), ask students to express their likes and dislikes using the negative structures.

Alternatively, anticipate the content of the Activity 6 by asking students to discuss in groups their likes and dislikes of their lives in an U.S. university. The discussion could turn out to be very interesting! Bringing up cultural differences and discussing options in an open and supportive manner may also help build good coping techniques and collaboration.
Activity 6. Practicing Negatives (p. 41)
This activity is a good one to check orally so that students may practice contractions. Note especially that there is no -s ending on shock in Number 7.

1. It is not (isn't) strange for me to take courses from other academic fields.
2. In German universities students do not (don't) take classes only in their special fields of study.
3. My friend is not (isn't) in an Asian literature class.
4. These classes do not (don't) interest me.
5. They are not (aren't) so different from her major of music.
6. One thing about the university does not shock (doesn't) me.
7. Some students do not (don't) eat and drink in class.
8. They do not (don't) put their feet on the desk in front of them sometimes.
9. Students in Germany do not (don't) show more respect.

Adjectives and Complements (p. 42)
Students are likely to use adjectives freely in their speech and their writing. Now that adjectives and complements have been presented as formal grammatical terms, look for opportunities to highlight their uses by students. Remember, praise liberally, and correct lightly!

Activity 7. Finding Complements (p. 42)

2. Sometimes I am bored with the freshman courses.
3. These courses are necessary.
4. Many college students are not prepared.
5. Some high schools are sometimes not very strong.
6. The professors in the university are very friendly.
7. Their attitude is very helpful.
8. In Poland, the professors are sometimes unfriendly.
9. In Poland, only lectures, homework, and tests are important.
10. In the U.S. the connection between life and learning is good.

Writing Activities
This writing assignment may be so open-ended that some students will be anxious about deciding on a topic. Some may choose to write a process-oriented topic, as Luke and Ana do in their sample paragraphs. And others may choose to write using a comparison-contrast rhetorical pattern. It is even possible for students to choose a topic that requires a problem-solution organization if they decide to write about a job or chore that they do not like. The guided sentence practice in Activity 10 will guide students toward the process-oriented paragraph. If, however, students are inclined to follow the latter rhetorical patterns, encourage them to continue in that direction, especially if they have hit upon interesting topics in their journal writing.
Activity 8. Journal Topics (p. 43)
The topics written here are intended to be wide and open-ended. Students are given a lot of ground to explore, and ample class time should be devoted to writing for communication’s sake. These four topics would make excellent openers for each class during this chapter. Start each class with one topic. Ask students to write for 10–15 minutes and not worry about grammar. Circulate during the writing so that writers stopped in thought can be prompted to “keep writing”! At the end of the writing period, collect the papers. Use one journal or selected sentences of several writings in the next class to stimulate more discussion or writing. Keep an eye out for students who have written with such detail and organization that their journals might be honed into drafts to fulfill the final writing assignment of the chapter. Sharing such journals with the entire class by publishing to a blog or course management site, by projecting or photocopying is an excellent way of motivating students and encouraging them to try new forms of writing.

Activity 9. Expansion Activity: Reading to Write (p. 44)
Cooking is a fun way to share culture, language, and food. If the classroom environment affords space enough to assemble even a simple dish, the project can be very rewarding. Students working in pairs can observe a cooking demonstration and put the essential steps in a list. Later, the full class can begin to turn the lists into a paragraph of instructions in chronological order. Students can finish the writing independently for homework. This activity can also be combined with Activity 10.

Activity 10. Guided Sentence Practice (p. 45)
This activity can be assigned as homework, particularly if the class has been engaged in meaningful journal writing and has been working on chronological, process-oriented food topics. Students can work on their sentences at home and share them with a partner in class. The partner can then try to visualize, or perhaps draw, what the finished dish of food looks like. If students have access to computers in class, they can search for images of the dishes on the web to see how closely their visualizations match the real thing.

Activity 11. Writing a First Draft (p. 46)
If students have done some substantive writing in class from earlier chapters and in writing journal assignments, the first draft of this chapter can be safely assigned as homework and refined in in-class activities during peer-reviews and short teacher conferences.

Using Transition Words First, Next, Then, and Finally (p. 47)
The transition words presented in this chapter will be particularly useful if students choose to write about a process-oriented activity. If students wish to write about likes and dislikes, they will be more likely in need of transition words that compare and contrast. There are several good writing handbooks (including The ESL Writer’s Handbook, full
and condensed versions, by the University of Michigan Press), dictionaries, and websites that help students distinguish the finer points of transition words. Students often wish to use a variety of words, rather than recycle the few that they know well. In the case of contrastive transition words, however, students would do well to stick to three only: *but, however,* and possibly *although.* However, because these words require different grammatical structures, even their use can cause difficulty. Try to guide students to begin to sort the structures out during the revision stage.

**Revision**

Activity 12. Peer Editing (p. 48)

Number 1 of the peer-editing sheet may be modified if students are writing about a process-oriented topic. For example, students could be asked to summarize one part of the process in their own words.

Again, the most important points to gain from students’ reading of each others’ work is interaction. Peer interaction at this stage is not always neat and tidy. The danger is great that some student will try to “correct” a student’s work on a grammatical level. If that happens, redirect students to give more general impressions that accentuate the positive. Telling students what they do right is nearly always more effective than telling students what they do wrong.

Activity 13. Writing Additional Drafts (p. 49)

The rubric on page 34 is not different from earlier chapters because the purpose of early drafting is often just laying-out the text so that it reads clearly and logically. Remember, comments should focus of these three items. Grammar clearly should take a back seat to these issues.

1. Clear content
2. Logical order of sentences
3. Transitions (#2 and #3 work together)
**Chapter 3: Telling about Likes and Dislikes**

**Rubric for First Draft**

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<thead>
<tr>
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<th>Rating (Check one)</th>
<th>Comments</th>
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Activity 14. Working on Grammar (p. 49)
Choose a first or second draft by a student whose draft is in good shape logically and organizationally and is ready for editing at the sentence level. Obtain permission of the student to distribute the draft to each member of the class. Ask whether the student prefers to remain anonymous or not. Project the draft overhead or pass out photocopies. Ask pairs of students or small groups to begin to work through the grammar checklist on pages 36–37. Then, as a class, guide the students through the points that the student has mastered (praise liberally) and the most important errors that remain to be corrected (gently). This type of whole-class activity will be time-consuming, but it is often the most beneficial to large numbers of students, thus making the time spent very efficient in the end.

Expansion Activity: Grammar Checklist (p. 49)
Ask students to fill out the checklist on pages 36–37 to double-check their subjects, verbs, and independent clauses.

Activity 15. Preparing a Final Draft (p. 49)
For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 38 to give students important evaluation and feedback.
Chapter 3: Telling about Likes and Dislikes

Grammar Checklist

Copy the words that come before and after and from your draft into the chart. List the nouns, pronouns, and verbs that you use with each and in the proper column. If you find that you've joined two independent clauses with and, write those clauses into the third chart.

<table>
<thead>
<tr>
<th>1st Noun or Pronoun</th>
<th>2nd Noun or pronoun</th>
<th>3rd Noun or pronoun</th>
<th>Plural verb</th>
<th>Commas used if there are three noun or pronouns?</th>
</tr>
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<table>
<thead>
<tr>
<th>1st Verb</th>
<th>2nd Verb</th>
<th>3rd Verb?</th>
<th>Commas used if there are three verbs?</th>
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<table>
<thead>
<tr>
<th>1st Independent Clause</th>
<th>2nd Independent Clause</th>
<th>Commas used between independent clauses?</th>
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<tbody>
<tr>
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Write the subject and verb from each sentence in the chart. Make sure that singular subjects have singular verbs, and plural subjects have plural verbs. Check that each sentence \((S + V)\) ends in a period, exclamation point, or question mark.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

What key words or transitions did you use? Did you link back to them in later sentences? If so, list them in the chart below.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Linking Words in Sentences</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# Chapter 3: Telling about Likes and Dislikes

## Rubric for Final Draft

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellent 90–100</th>
<th>Good 89–80</th>
<th>Average 79–70</th>
<th>Weak 69–0</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical &amp; Creative Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content and Ideas 30 points</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20–0</td>
<td></td>
</tr>
<tr>
<td>• Sentences give information about an activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organization 10 points</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Order and progression of Ideas</td>
<td></td>
<td></td>
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<tr>
<td>• Draft has a clear beginning and end.</td>
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<tr>
<td>• The likes and dislikes are explained.</td>
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<tr>
<td>• Transitions and linking words are used.</td>
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<tr>
<td>Language Use 20 points</td>
<td>20–18</td>
<td>17–16</td>
<td>15–14</td>
<td>13–0</td>
<td></td>
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<tr>
<td>Vocabulary and Word Forms</td>
<td></td>
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<tr>
<td>• Words are used with proper form and meaning.</td>
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<tr>
<td>Sentence Structure 10 points</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Sentences have subjects and verbs.</td>
<td></td>
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<tr>
<td>• Sentences have proper punctuation.</td>
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<tr>
<td>• Simple and compound sentences are used.</td>
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<tr>
<td>Grammar and Mechanics 30 points</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20</td>
<td></td>
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<tr>
<td>• <em>Be</em> and <em>have</em> verbs are used properly.</td>
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<td></td>
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<tr>
<td>• Subjects and verbs agree.</td>
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<tr>
<td>• Negatives are used correctly.</td>
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<tr>
<td>• Adjectives and complements are used correctly.</td>
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</table>

You are improving in the following areas:
1.
2.
3.

You still need to work on the following areas:
1.
2.
3.

Final Grade:
Chapter 4: Telling about Family

Objectives

• Reading more widely and more deeply, while continuing to develop vocabulary
• Introducing simple complex sentence structures while continuing to practice simple and compound sentences, still focusing on S + V structures
• Exploring past tenses of regular and irregular verbs, plus negatives and question structures
• Writing paragraphs about family members

Opening Photograph and Questions (p. 50)

Students are usually eager to talk about family. Many will be homesick, and even if they are not, it is a chance to talk about something they know well. Exploit this wealth of information at the ready by asking students to tell each other about the people who have known them the longest amount of time. Review and recycle the vocabulary that students first used in Chapter One when they were introducing themselves.

Expansion Activity: Talking about Families using Mobile Phones (p. 50)

While most teachers look for ways to keep mobile phones out of the university classroom, discussions about family allow students to bring them out front and center. Chances are they have photos of their family—lots of them—stored on their mobile devices in their pockets or purses. Photographs in the classroom are immediately energizing. These photos will inspire instant conversation. For best results, because of the small screen size of mobile devices, keep this activity between pairs or small groups of three.

Expansion Activity: Impromptu Presentations on Family (p. 50)

For fun, ask students to email you pictures that they have of family members engaged in interesting celebrations or events (such as the Christmas celebration of the extended family featured on this page of the text). Assemble them into a collage of Powerpoint slides. Show a few slides at the start of each class as an entertaining warm-up activity during this unit (or at the end of class for a fun filler). Ask the student whose family is shown to speak extemporaneously for a short time—30 seconds for a reluctant student or two minutes for a more verbal one. There will be plenty of excitement about the events and people pictured, and students are likely not to mind being put on the spot for family. Speaking without prior preparation is an excellent skill in a university classroom. Look for ways to gently ease students into this kind of preparation.
Expanding Sentences (p. 51)

Although *Effective Sentences* is a beginning text, the subject of complex sentences is introduced earlier than many other beginning texts simply because adult students preparing for the university will come into their English classroom already thinking, writing, and speaking in complex sentences. While much of their effort can contain numerous errors, this complexity is an excellent sign. Rather than stifle it by insisting that students write in only simple and compound sentences, seize it as an opportunity for students to begin to tease out the differing grammatical elements of the various types of sentences. The ability to see these differences will come slowly for some students, so the sooner the journey begins, the better.

The low-tech term *DCW* for dependent clause word can be abandoned in favor of the more technical term *subordinating conjunction*, but consider that simple names that call a thing what it does may be easier to remember. Acronyms are easier still. The point is that students remember and understand how powerful these little words are. They do need to know that there are a lot of DCWs, but at this stage, they should just concern themselves with those that they are likely to need the most: *after, before, and when.*

Fragments (p. 52)

Emphasize proper comma use now at the introduction of the grammatical topic rather then when errors appear in student writing. Proper comma use can help students search for and find the essential elements—subjects, verbs, DCWs—that they need in order to avoid fragments later. Never miss an opportunity to teach proper punctuation. This thorny topic is best whittled away in short takes bit by bit.

Fragments of the type listed in the example—a dependent clause punctuated as a full sentence—is also a punctuation error, and an egregious one, unlike a missing comma separating an initial dependent clause from a subsequent independent clause. However, students should understand that the source of the error is the same. DCWs are important clues to the presence of a dependent clause, and as such, the best advice is to never miss an opportunity to point them out in examples from the readings and student writing.

Activity 1. Combining Clauses with *After, Before, and When* (pp. 52–53)

Emphasize the punctuation of these sentences when students check their work.

3. Before Endy decided to study in the U.S., he thought about it many months.
4. His mother cried when he left.
5. After Mesay finished her homework, she watched television for a few minutes.
6. Mesay went for a walk before she ate dinner last night.
7. When her father got a job in the U.S., the family applied for visas.
8. After her sister moved into an apartment, the house was quiet.
9. When Martin was ten, his mother died.
10. Before Martin left Bolivia, he said goodbye to all his family members.
**Reading Activities**

**Building Vocabulary** (p. 53)

The vocabulary presented here is common but many students may be unsure about the terms *cousin*, *niece*, and *nephew*. Many languages have precise words to distinguish genders so English’s all-purpose *cousin* may puzzle some students. Students may also ask about how to speak about in-laws, so be prepared to answer these questions.

**Activity 2. Matching** (p. 53)

2. j
3. c
4. a
5. f
6. b
7. h
8. k
9. e
10. g
11. d

**Expansion Activity: Practicing Family Vocabulary**

See Expansion activities for this chapter’s opening photograph and questions (page 36) for ideas about how to get students applying these terms to their own families in pair work and whole-class presentations. Students can also make role-play cards with information about their extended family members and distribute the cards to a few classmates. This small group could then present a short skit about a situation, real or make-believe, that happens within the larger family. Or different “families” could meet at a party based on the role-play card information.

**Activity 3. Building a Family Tree** (p. 54)
Activity 4: Readings (pp. 54–55)

Because there are three separate readings, this activity lends itself particularly well to a jigsaw reading activity. A group of three to five students can be responsible for reading one paragraph closely and summarizing the information for the other students. Because of the density of the details in the three readings, a graphic organizer like chart will help students understand and organize the information they need to complete Activity 5. As the other groups report, they can fill in the graphic organizer with the information they hear.

<table>
<thead>
<tr>
<th></th>
<th>Martin</th>
<th>Endy</th>
<th>Mesay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brothers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sisters?</td>
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<tr>
<td>Other Family Members?</td>
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<tr>
<td>Living with Family?</td>
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</tbody>
</table>

Activity 5. Respond (pp. 55–56)

Checking answers to exercises can be the dreariest part of a lesson. Yet correct feedback is important. Here’s one way to jazz it up: answer the questions as a “4 corners” activity. Designate each corner of the room as a potential answer to the questions. Elicit four possible answers to the question and ask for volunteers to write an answer on a post-it note and stick in the proper corner. On the count of three, students choose the best answer and run to that corner. It’s fun to see students stampede to the same corner, or if they are unsure, it can be fun to watch their expressions as they check their work and make a decision. This activity is not extremely efficient but it is very student-centric. Even college students love to move around in the classroom.
Because it can be difficult during this activity to write, it would be good to pass out an answer key of the sentences below so that students can carefully check the sentences for subject-verb agreement, fragments, and punctuation.

2. Martin has the smallest family. There are Martin and his two brothers.
3. Mesay is the oldest in her family.
4. Martin and Endy are the youngest in their families.
5. Martin and Endy have lost their parents.
6. Martin was ten when his mother died. He was twenty when his father died. Endy was seventeen when his father died.
7. Endy and Mesay still live with family.
8. Martin does not live with family.
9. Martin and Endy have nieces and nephews.

Activity 6. Respond (p. 57)
**Grammar Activities**

**Expansion Activity: Past Tense (p. 58)**

Students may or may not need special coaching through this basic discussion of past tenses. It can be helpful to preview grammatical points with an informal survey to get a sense about what students know and still need to learn. Ask them to fill out a chart like this.

<table>
<thead>
<tr>
<th>What I know about past tense in English</th>
<th>What I’d like to know about past tense in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Activity 7. Putting Verbs in the Past Tense (p. 58)**

2. lived  
3. died  
4. passed  
5. asked  
6. wanted
Expansion Activity: Pronunciation of –ed Endings (p. 58)

Even advanced students can use reminders about whether to pronounce –ed endings as /t/, /d/, or /id/. There are numerous podcasts and YouTube videos that review the rules. If the class has access to a computer lab, split the class into three (or six if there are large numbers) groups of students, one group (or two groups) per sound. The group’s job is to research the web to figure out the rule and make a short presentation for the other groups at the end of class. If students do not have access to the internet at school, this activity can be assigned for homework.

Irregular Verbs

Activity 8. Forming Past Tense with Irregular Verbs (p. 59)

2. His mother knew what he wanted to eat.
3. His brother made a speech.
4. He said he was happy and sad at the same time.
5. Endy felt sad and happy too.
6. He forgot about the trip for a moment.
7. He spoke to his family about his feelings.
8. They all understood.
9. The next day Endy left.
10. The family saw his plane take off.

Expansion Activity: Irregular Verbs (pp. 58–59)

The grammar drills necessary to make these forms automatic can be dry and dull. Spice up the action with some games to practice these structures. One favorite is Snakes and Ladders. The internet is a good source of game board templates and sample fill-in-the-blank sentences that students can answer. If the classes are large, photocopy several boards and break students into smaller teams. Designate one student to be the teacher or arbitrator who either has an answer key or a grammar text to settle any disputes of grammatical accuracy.

Expansion Activity: Negatives in Past Tense Verbs, Negatives in Past Tense Was and Were, Forming Questions with Past Tense Verbs (pp. 58–60)

Ask students to bring in photos of deceased relatives or ancestors on their phones or on their laptops. Divide students into pairs. Each student can ask the other about the photo he or she brought in. The other students must answer those questions in full sentences to practice the verb forms. Encourage students to make educated guesses about the personalities, occupations, and lives of the people in the pictures.

Activity 9. Finding Errors (p. 60)

2. Did you take the test already?
3. What did you say to the teacher?
4. Yesterday the child wanted a glass of milk.
5. His brother did not feel happy.
Expansion Activities: Finding Errors (p. 60)
These types of error-hunt activities are greatly beneficial for students because their autonomy as language learners hinges on their being able to spot their own errors. Whenever possible, pay attention to what types of errors students are making in their writing. Then, devise short error hunts in writing, either by making up sentences that mimic the most common types of errors from the class or by asking permission of students to use isolated sentences from their writing for this purpose. Short, frequent exercises minimize frustration for students (good editing takes deep concentration) and keeps the focus off of any one student’s errors. Students also learn to see editing as part of the normal process of writing.

Talking about Age in Writing (p. 61)
This error often lingers in intermediate and advanced student writing, so it is best to get students analyzing the rules now, especially when they are likely to need the structure in order to complete the writing assignment. Once these simple rules are explained, monitor their use in student writing and point out their use in subsequent readings.

Writing Activities
Activity 10: Journal Topics (pp. 61–62)
Journal writing flourishes best with at least minimal feedback. If a regular feedback routine has not yet been established, refer back to the suggestions given for this particular section in Chapters 1–3.

Expansion Activity: Additional Journal Topics (pp. 61–62)
1. Describe the happiest family that you knew as a child.
2. Describe the unhappiest family that you knew as a child.
3. Describe the busiest family that you knew as a child.
4. Describe the strangest family that you knew as a child.
5. Describe the most talkative family that you knew as a child.
6. Describe the most active family that you knew as a child.
7. Describe the laziest family that you knew as a child.
8. Describe the cleanest family you knew as a child.
9. Describe the dirtiest family that you knew as a child.
10. Describe the family who had the most pets.

Activity 11. Guided Sentence Practice (pp. 62–63)
Journals are good sources for first drafts already in the making. Keep watching for promising beginning drafts and share with students. If students don’t have any clues about the writing topic, this exercise will serve to produce several sentences that can easily be turned into a beginning draft.
Expansion Activity: Guided Sentence Practice (pp. 62–63)
Pairs of students can ask these questions of each other and write the answers on paper. Together the pairs can work on grammar and editing as an in-class activity. Students can then exchange papers (taking the sentences their partner wrote about them) and write a first draft from the partner’s work.

Activity 12. Writing a First Draft (p. 63)
This draft can be written as an in-class assignment or written for homework.

Expansion Activity: Sample Paragraph (p. 64)
Use Mai Nguyen’s paragraph on page 64 as a supplementary reading activity and a model paragraph. One fun way to have students read it closely is to retype it into isolated sentences, one sentence per line. Cut the paper into strips. Break students into groups and give each group one sentence on one strip of paper. Ask them as a group to reassemble the sentences that make sense as a paragraph. Circulate among the groups, answer questions, and guide those students who seem frustrated by the exercise. Finally, when all groups have come up with their own paragraphs, put the sentences together as a class.

Deciding on Tense in Paragraphs and Sentences (p. 64)
Students may find this grammar point very confusing. Often students want to be told which tense to use in order to write the paragraph. When they are told that each and every verb is a separate tense decision, it can often be overwhelming for students. Try to keep things simple by guiding them through the decision in this fashion:

- Does the verb describe a general statement of fact or truth? If yes, use present tense.
- Does the verb describe an everyday action? If yes, use present tense.
- Does the verb describe a completed activity in the past? If yes, use past tense.
- Do transitions or linking words help make the time clear? Would it help readers to have more transitions, linking or time words?

Revision
Activity 13. Peer Editing (p. 65)
Questions 1 and 4 especially guide the editor to give feedback on content. Questions 2 and 3 focus students’ attention on analysis of certain structures, rather than correcting grammar. It can be helpful for students to work together in pairs so that they can ask questions about each other’s work when they arise. Scanning for and marking structures in other’s work can lead students to see their own work with fresh eyes.

Activity 14. Writing Additional Drafts (p. 66)
Again, the rubric on page 48 looks similar to the earlier chapters because the emphasis in early drafting is always on clear content, logical order of information, and transitions. Because this writing may be about complex family relationships and may include both present and past narration, it is vital to pay attention to where students could add transitions or linking words to make these relationships clearer. Precise vocabulary may be an important element of this writing that is best addressed early on.
Chapter 4: Telling about Family

Rubric for First Draft

Name ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating (Check one)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Content</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Logical Order of Sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated Key Words, Phrases, Pronouns, and Transitions</td>
<td></td>
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</tbody>
</table>

General Comments and Suggestions for Next Draft:
Activity 15. Working on Grammar (p. 66)
Because complex sentences have been introduced in this chapter, along with past tenses, it is probable that the number of grammatical errors can increase. Reassure students that mistakes are a normal part of language learning—an essential part, in fact. Keep their attention focused on finding subjects, verbs, and DCWs. Punctuation remains critical as well.

Expansion Activity: Grammar Checklist (p. 66)
Ask students to fill out the checklist on pages 50–51 to double-check their subjects, verbs, and DCWs. Because students are constructing complex sentences, their subordinating conjunctions may also function as transitions and indicate time relationships between the sentences.

Activity 16. Preparing a Final Draft (p. 66)
For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 52 to give students important evaluation and feedback.
Chapter 4: Telling about Family

Grammar Checklist

Copy each dependent clause you’ve written in the chart. Separate the words into their proper column. Then check your punctuation. If the dependent clause comes before the independent clause, put a comma between them. If the dependent clause comes after the independent clause, a comma is not necessary.

<table>
<thead>
<tr>
<th>DCW (dependent clause word)</th>
<th>Dependent Clause (S + V)</th>
<th>If the dependent clause is before the independent clause, is there a comma separating the two clauses?</th>
</tr>
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<tbody>
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Write all subjects and verbs from each **independent** clause in the chart. Then, in the last 3 columns boxes, put a checkmark in the correct column to identify which kind of sentence the S + V is in: simple, compound or complex.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Simple?</th>
<th>Compound?</th>
<th>Complex?</th>
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### Chapter 4: Telling about Family

**Rubric for Final Draft**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellent 90–100</th>
<th>Good 89–80</th>
<th>Average 79–70</th>
<th>Weak 69–0</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Critical & Creative Thinking  
Content and Ideas  
30 points  
• Sentences give information about family. | 30–27 | 26–24 | 23–21 | 20–0 | |
| Organization  
Order and progression of Ideas  
10 points  
• Draft has a clear beginning and end.  
• Stories about family are told in a time order.  
• Transitions and linking words are used. | 10–9 | 8 | 7 | 6–0 | |
| Language Use  
Vocabulary and Word Forms  
20 points  
• Words are used with proper form and meaning. | 20–18 | 17–16 | 15–14 | 13–0 | |
| Sentence Structure  
10 points  
• Sentences have subjects and verbs.  
• Simple, compound, and complex sentences are used. | 10–9 | 8 | 7 | 6 | |
| Grammar and Mechanics  
30 points  
• Subjects and verbs agree.  
• Verbs are in the proper tenses.  
• Negatives are used correctly.  
• Sentences have the proper punctuation. | 30–27 | 26–24 | 23–21 | 20 | |

You are improving in the following areas:
1. 
2. 
3. 

You still need to work on the following areas:
1. 
2. 
3. 

**Final Grade:**
Chapter 5: Telling about an Event

Objectives

- Reading about the special events of students’ lives
- Adding more complex sentence structures to students’ grammatical repertoires
- Learning about progressive tenses and what information they add
- Motivating students to tell stories with good detail and testing their abilities to listen and analyze

Opening Photograph and Questions (p. 67)

Chapter 5 can be an exceptionally fun chapter to teach. All students have interesting things that have happened to them or people that they know. Here is the chance to practice the power of storytelling. It’s also the chance to enhance the abilities to listen—really listen—to what matters in each other’s lives. Some students will be natural storytellers, a skill that translates easily from one language to another. Others will need some coaxing and will need to be convinced that everyone has interesting tidbits to share.

Ask students to think about which professions make good use of storytelling. Prod them to look beyond the more usual ones of writers and actors. Engineers, advertisers, and even clerks working in an office have to explain sometimes complex systems and procedures to the people they serve. Storytelling is a skill that can greatly help those professionals. Tie this question to the students’ professional goals. How can storytelling help them in their future work?

Expansion Activity: StoryCorps (p. 67)

StoryCorp.org is an outstanding website offering a wealth of resources for teachers. Many audio stories, organized by theme, are posted there, along with downloadable lesson plans and other resources for educators. While most of the stories do not have accompanying transcripts, even beginning students can profit from listening to these moving tales. They can be guided, in structured listening tasks, to understand a larger meaning that they must paraphrase or a smaller snippet that they can begin to transcribe. A limited number of audio files have been illustrated and subtitled as animated shorts. Many of these files may prove useful as a warm-up activity to this chapter. Please note that instructors need to preview content and vocabulary to ensure the success of this activity.

Expanding Sentences

Complex Sentences with Because and Even Though (p. 68)

This section introduces two more DCWs to add to students’ arsenals so that they may build more complex sentence structures into their writing. Pains are taken to differentiate the meanings of the two subordinators; students often confuse the meanings of DCWs or assume that because two words are presented together their meanings are interchangeable. Take time in class to have students practice, first alone, then in pairs, and then as a whole class, new sentences that make use of these structures to make the meanings crystal clear.
Activity 1. Combining Clauses with *Because* and *Even Though* (p. 69)

This exercise previews content that will appear in paragraph form on page 72 from a new student, Ibrahim. Students may interchange the DCWs, thus providing excellent opportunities to review meanings. Again, emphasize the punctuation of these sentences as students check their work.

3. Because my sister and mother had only two months to plan the wedding, they had to work fast.
4. Because my mother loves my sister very much, she worked very hard.
5. Even though they didn’t have much time, everything worked out.
6. Because our parents are from Egypt, Sheri wanted a Middle Eastern wedding.
7. Sheri’s husband wanted one too because his family is Moroccan.
8. They served typical food from our countries even though Middle Eastern cooks are hard to find.
9. Sheri wore a traditional wedding dress because her mother-in-law brought her one from Morocco.
10. Because they worked so hard, it was a day to remember!

Reading Activities

Building Vocabulary (p. 70)

The vocabulary presented here is common but many students may be unsure about some of the terms.

Activity 2. Finding Words Alike in Meaning (p. 70)

2. independent
3. comfortable
4. ugly
5. happy
6. hate
7. play
8. maid
9. park

Expansion Activity: Using New Vocabulary in Original Contexts (p. 70)

The advantage of Activity 2 is that students are exposed to a rich assortment of synonyms. The disadvantage is that students can do well on this type of activity without being able to utilize the words in speech and writing. Spend some time getting students to experiment with this vocabulary in speech and writing using any of the techniques discussed in earlier chapters. Flash cards and vocabulary notebooks are highly successful language learning techniques.
Because Activity 2 gives students three close synonyms, it may be worthwhile to ask students to tease out their subtle differences of meanings. Teams of students can be responsible for researching and teaching the vocabulary words in one block. They can first consult one another to find out how much collected knowledge they have about each of the four words. Then they can consult a dictionary to supplement with grammatical information, common collocations, and sample sentences. All this information can be presented in a format familiar to the class: printable flashcards and/or a page that will fit into a vocabulary notebook. Students could also contribute their words to a class wiki so that the entire class could share these vocabulary resources.

Activity 3. Reading (p. 70)
The vocabulary most likely to have caused problems for students has been previewed in Activity 2. Pay attention to other words that may prove to be stumbling blocks for students.

Activity 4: Respond (p. 71)
Because the questions are open-ended, the answers will be in various grammatical forms. The content of the answers is not open-ended, however. This exercise can be completed orally or it can be used to review grammatical basics. Ask for volunteers to write answers on the board and edit together as a class. (Praise heartily and correct lightly and kindly!) Students then have opportunities to ask specific questions about their own work and copy correct sentences for later review. Close editing duties for the instructor have been diminished.

2. When she was growing up, her parents sheltered her completely.
3. She didn’t like it at all because she was so homesick.
4. When the weather turned colder, she needed to buy a pair of warm boots.
5. She went shopping, but she didn’t know what to buy.
6. She bought nothing.
7. She was happy, but she was also ashamed.
8. Her sister teases her.
9. She asks, “Do you need a new pair of boots?”

Expansion Activity: Dramatizing Stories
A total of four readings appear in this chapter: Yixin’s, Ibrahim’s in Activity 5, Ana’s in Activity 7, and Benito’s on page 80. One fun activity invites groups of students to stage skits based on these four stories. Students in each group would be responsible for choosing roles, writing dialogue, adding details, and performing. This activity must take place over at least three class periods, but the time spent will be worth it. Students will be engaged in authentic language tasks which will engross them for extended periods; the resulting skits are sure to be delightful. Many students love to perform!
Activity 5. Reading (p. 72)
Ask students to mark any vocabulary that is unfamiliar before they start to read. Model in class how to glean at least partial meaning without resorting to a dictionary (root forms, grammatical clues, and guessing from context). While dictionaries provide much essential information and deserve a hallowed space in a student’s toolkit, the amount of reading in college requires instructors to help students develop a complementary set of tools: they also need to develop a repertoire of techniques that allow them to keep reading and use their time efficiently.

Activity 6. Respond (p. 72)
Ask students to close their books and listen closely without any pens or paper. Read this story aloud to students with lots of energy and vibrancy. Then ask them to list on a piece of paper all the details they can recall. Once they have a list, ask them to compare their notes with a partner and retell the story. As a comprehension check, they can then rewrite the paragraph, as a type of dicto-comp. This activity is a fun way to begin to teach the basics of summary writing.

Grammar Activities
Progressive Tenses (p. 73)
Even though present and past progressives are taught simultaneously in this chapter, the focus is on past progressives because students will likely need this tense while writing about an event. This discussion, however, provides a good opportunity to let students in on a big secret that will likely help them unravel the mysteries of verb tenses: the time period of a verb form—past, present, or future—is revealed in its first word. Once students have been made aware of this phenomenon, continue to point it out in every grammar discussion that comes up during class time. This type of repetition, recycling, is what language learners of all abilities need to succeed.

Some students will know the progressive tenses by another name, continuous. Just as in the case of preferring the term DCW to subordinating conjunction, simpler is better. Progressive gives a greater clue to students about the tense’s function. Knowing that the progressive describes an action that is “in progress”—regardless of whether that action is in the past, present, or future—can unlock mysteries and give students a sense of power over what may otherwise have seemed to be a very difficult grammatical point.

Activity 7. Practicing Simple Past and Past Progressive Tenses (p. 74)
This activity provides reinforcement of simple past forms. Let students read their answers to each other to provide practice in pronouncing -ed endings. Ask them to mark the text with either /d/, /t/, or /id/ once they agree on the proper pronunciation. Check again as a whole class activity so students can be sure of the correct pronunciations. Ask the class to respond and repeat chorally so that all can practice actively to promote long-term retention.
2. were
3. celebrated
4. started
5. did not realize
6. looked
7. were shaking
8. were having
9. was
10. were
11. went
12. tried
13. stopped
14. was

Using Quotations or Said That (p. 75)

This short explanation is a grand simplification of a huge topic that many grammar books tackle in long chapters. Even beginning students, however, need to use reported speech. In the past tenses, however, and in the context of telling the story of a past event, the rules are relatively intuitive. Past events are expressed in past tenses introduced by said or said that. If more advanced students ask for more information, point them in the direction of other grammar texts. If they don't ask, then say no more.

Activity 8. Making Sentences with Said That (pp. 75–76)

Give out a large sheet of newsprint and a marker to pairs of students. Ask them to write the answer to one assigned question on the paper and tape it to a wall in the classroom. When all have finished writing their sentences, rotate around the room with students. Reinforce previously learned grammatical points (S + V). Introduce the concept that that is a DCW in these sentences and label the s + v of the dependent clauses. To distinguish between subjects and verbs of the clauses, refer to the S + V of the independent clauses as “the Big S and the Big V.” The s + v of the dependent clause then becomes “the little s and the little v.” Students appreciate the simplicity of the language and the concept.

3. Then later she said that she didn’t want to go.
4. Another day Benito said that he wanted to take her to a movie.
5. Irma said that she would love to go.
6. On the day of the date she said that she was bringing a friend.
7. Benito said that the movie would be enjoyable for them all.
8. After the movie he said he would like to go get ice cream.
9. The friend said she needed to go home.
10. Irma said she would like some ice cream too.
11. At the ice cream shop Irma said (to him) that she liked him.
Expanding Subjects and Objects with Prepositional Phrases (p. 76)

This grammar point is unlikely to be startling to students. They have likely been forming prepositional phrases from the beginning days of their English study. The difficulty of this topic will come from distinguishing prepositions from DCWs, but that is a topic for the future. At this point, steer students to use the few DCWs that they have studied—before, after, when, because, and even though. If one or two students attempt other DCWs, guide them in their use on a case-by-case basis. Otherwise, stick to the basics.

Activity 9. Making Sentences with Prepositional Phrases (p. 77)

2. We did a lot of work.
3. We did it in two short months.
4. Mom found a ballroom near our house.
5. We ordered food from a caterer.
6. We made arrangements for relatives.
7. They came from Egypt.
8. They also came from Morocco.

Writing Activities

Expansion Activity: Additional Journal Topics for Activity 10 (p. 78)

As mentioned at the beginning of this chapter, the StoryCorps website contains excellent questions for interviews. They could also be adapted for supplementary journal topics. Put the term “StoryCorps great questions list” into a search engine to access these questions.

Activity 11. Guided Sentence Practice (pp. 78–79)

The questions in this activity are very open-ended, intended merely to guide students through a simple chronologically arranged narrative of a past event with a closing of a few sentences that reflect on the event and try to draw some conclusions. If students wish to write a longer piece, they can be guided to break longer paragraphs into units during the drafting process.

Expansion Activity: Focused Listening for Details (p. 78)

The great danger in a writing assignment of this sort is that students will write drafts that are sketchy on the details. Such writing tends to be dull and cliched. This activity may make students a little more motivated to add good detail to their drafts. Ask students to listen to a particularly vivid StoryCorps episode and to identify the words, phrases, and narrative elements that make the piece exciting and dramatic. Students might be asked to listen and then illustrate a recording, in story-board fashion, mimicking the animated shorts that appear in the StoryCorps website. They would be forced, then, to listen for concrete, visual details that make it extraordinary.
Activity 12. Writing a First Draft (p. 79)

At this point in the course, probably well past the mid-point of the term, students should be asked—required even—to stretch a little. Ask for writings of at least 300 words, or ask for two paragraphs of writing, one to relate the event and one to explain the consequence or significance of the event. This task is best assigned as an out-of-class writing. See also the teaching notes for Activity 15 on page 60.

Topic Sentences in Paragraphs (p. 80)

Topic sentences can be a scary idea for some students. Try to allay concern by showing examples of topic sentences they have already seen (in the sample writing from Chapters 1–5) and those they have already written. Journal writing will be a rich source of material. Once they realize that topic sentences function as a natural opening statement, they will relax. As their writing progresses into other types of academic writing, of course, topic sentences get a little trickier, but this introduction will aid in that writing skill that will be honed at a later date.

Activity 13. Writing Topic Sentences (p. 80)

The guided sentence practice activities in each chapter thus far have attempted to guide students to write topic sentences, sentences that “announce” what the following sentences will say. If students have access to all the writing that they have produced so far in the course, it can be highly constructive to have them lay all their papers out, side by side, and analyze them, not just for examples of topic sentences, but for signs of progress. In the waning days of a course, past midterm but still before its end, this exercise can be motivating and bring into sharp focus what students need to accomplish before the end of the term. If time allows, assign the task of reviewing and analyzing the previous papers for homework and schedule short 15–20 minute individual conferences with students to discuss their progress and their priorities until the course’s end.

Revision

Activity 14. Peer Editing (p. 81)

Question 1 asks the editor to summarize the writing into a few short sentences. This can be a difficult task for some students as it requires the skill of finding a main idea and putting that idea into original wording. Questions 2 and 4 focus students’ attention on finding the specific structures taught in this unit. If the editor cannot find the structures, he or she is instructed to make suggestions, not on the author’s page, but on the editing sheet. Questions 3 and 5 try to push a writer to discover the details that will crystalize the scene for readers so they can visualize the event and feel as though they were there with the author.
Expansion Activity: Peer Editing with Review Tools of Microsoft Word (p. 81)

Because this peer editing activity demands a bit more of students than previous chapters, students may wish to experiment with the review tools that Microsoft Word provides. The main tool is the comment feature under the Review Tab, a simple click stroke with which most students are likely to be familiar. The comment feature allows students to make suggestions without changing or crossing out the author's original text, a point of respect that instructors will want to emphasize over and over again in the writing classroom.

Activity 15. Writing Additional Drafts (p. 82)

Because students have practiced topic sentences in this chapter, the criterion now labeled organization has expanded somewhat. Share the rubric on page 61 with students before they write a first draft so that they will have a sort of a blueprint of what constitutes good writing at this stage and how they will be evaluated.
# Chapter 5: Telling about an Event

## Rubric for First Draft

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating (Check one)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Content and Vocabulary</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic Sentence</td>
<td></td>
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<tr>
<td>• Sentences that Explain a Topic</td>
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<tr>
<td>• Sentences that Explain the Importance of the Event</td>
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<tr>
<td>Repeated Key Words, Phrases, Transitions, and Linking Words</td>
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**General Comments and Suggestions for Next Draft:**
Activity 16. Expansion Activity: Working on Grammar (p. 82)

Students have studied five complex sentence patterns at this point in the course in addition to the simple and compound sentences they studied in earlier chapters. They should also be using simple and progressive verb forms in present and past time. Many other errors will creep in, but keep their focus on just these elements of their language learning as much as possible. It is demoralizing for students and exhausting for instructors to correct all the errors in an essay written by an English language learner. Keeping track of subjects and verbs of dependent and independent clauses will provide more than enough activity at this stage of language learning.

Expansion Activity: Grammar Checklist (p. 82)

Ask students to fill out the checklist to double-check their subjects, verbs, and DCWs. Labeling the types of sentences they are constructing—simple, compound, and complex—will keep their focus on sentence variety, an element of style that they will recognize much later in the process.

Activity 16. Preparing a Final Draft (p. 82)

For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 65 to give students important evaluation and feedback.
Chapter 5: Telling about an Event

Grammar Checklist

Name ________________________________

Find and copy in the chart each dependent clause you’ve written. Separate the words into their proper column. Then check your punctuation. If the dependent clause comes before the independent clause, then put a comma between them. If the dependent clause comes after the independent clause, a comma is not necessary.

<table>
<thead>
<tr>
<th>DCW (dependent clause word)</th>
<th>Dependent Clause (S + V)</th>
<th>If the dependent clause is before the independent clause, is there a comma separating the two clauses?</th>
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</table>
Review the formulas of the three sentence types. Now look at your sentences. Copy each sentence from your writing into the proper column. If it is a simple sentence, write it in the first column. If it is a compound sentence, copy it into the second column and so on. When you’ve copied all of your sentences, count up the totals of each type of sentence. Are there some sentence types that you could add or delete? Can you combine any sentences?

<table>
<thead>
<tr>
<th>Simple</th>
<th>Compound</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + V</td>
<td>S + V, and S + V</td>
<td>DCW + s + v, S + V</td>
</tr>
<tr>
<td>S + and + S + V</td>
<td></td>
<td>S + V + DCW + s + v</td>
</tr>
<tr>
<td>S + V + and + V</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of simple sentences</th>
<th>Total # of compound sentences</th>
<th>Total # of complex sentences</th>
</tr>
</thead>
</table>
### Chapter 5: Telling about an Event

#### Rubric for Final Draft

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellent (90–100)</th>
<th>Good (89–80)</th>
<th>Average (79–70)</th>
<th>Weak (69–0)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Critical & Creative Thinking**  
*Content and Ideas*  
30 points  
- Sentences give information about an event. | 30–27 | 26–24 | 23–21 | 20–0 |  |
| **Organization**  
*Order and progression of Ideas*  
10 points  
- Draft has a topic sentence.  
- Stories about an event are told in a time order.  
- Transitions and linking words are used.  
- There are closing sentences that discuss the event’s importance. | 10–9 | 8 | 7 | 6–0 |  |
| **Language Use**  
*Vocabulary and Word Forms*  
20 points  
- Words are used with proper form and meaning. | 20–18 | 17–16 | 15–14 | 13–0 |  |
| **Sentence Structure**  
10 points  
- Sentences have subjects and verbs.  
- Simple, compound, and complex sentences are used. | 10–9 | 8 | 7 | 6 |  |
| **Grammar and Mechanics**  
30 points  
- Subjects and verbs agree.  
- Verbs are in the proper tenses.  
- Negatives are used correctly.  
- Sentences have the proper punctuation. | 30–27 | 26–24 | 23–21 | 20 |  |

You are improving in the following areas:
1.  
2.  
3.  

You still need to work on the following areas:
1.  
2.  
3.  

Final Grade:
Chapter 6: Telling about Heroes

Objectives

- Reading more stories about the students featured in the textbook
- Adding three more complex sentence structures and introducing noun clauses
- Learning about gerunds and infinitives
- Guiding students to examine what traits make people exceptional and describing one person’s attributes in writing

Opening Photograph and Questions (p. 83)

Students may have quite a bit to say about Lance Armstrong because of his troubles over his use of performance-enhancing drugs and loss of Tour de France titles. Should his picture still be used in this chapter? Ask students to talk about other athletes who have been accused of cheating. If there is a major event going on in the world while studying this chapter—like the Olympics, World Cup, Nobel Prize awards, political summits or performing arts awards—search online for resources to bring into the classroom to stimulate students’ imaginations. Look for good online sources for teaching materials from major newspapers, non-profit and government websites, such as the New York Times, NPR, The Guardian, the Nobel committee for a start.

Expansion Activity: StoryCorps (p. 83)

Because many StoryCorps stories discuss noteworthy individuals and heroes, this website with its many educator resource materials can also be used in this chapter to develop alternative listening practice and can serve to inspire students.

Expansion Activity: Research Assignment—Heroes from Around the World (p. 83)

Students may wish to write about persons close to them like family and friends; most of the examples in this chapter are about such heroes. If students are ready and bound for a university program, it is easy to pump this assignment up a bit. Ask students to consider heroes on a more global and philosophical scale. Students will then turn to political or religious leaders or celebrities or athletes from their countries. These inquiries can naturally lead into research on the internet, at which point it is best to set some boundaries. If the school offers access to an online encyclopedia, limiting research to this one source can make an instructor’s job easier. Wikipedia is a resource with which many are familiar and comfortable. This assignment can be the start of another round of discussion of plagiarism issues.

Alternatively, students can choose a hero from another classmate’s country. Ask each student to come up with one well-known person from his or her country and then pair up students from differing countries. Or if that is not possible, pair up students who don’t know much or want to know more about the famous person. Students then take on each other’s choice of a hero to research and present information in writing or in speech about the hero’s life. The student who knows about the person can then “teach” the other student who must then continue to research. Once the material has been presented about all of the heroes, play the party game Celebrity (search the internet for rules and all its variations) to assess comprehension and promote spontaneous speech.
Expanding Sentences

Complex Sentences with *Think, Believe, and Know* (p. 84)

This section introduces one more DCW—*that*—to add to students' writing. Students are likely using this structure already, but possibly with errors. Empower students by explaining that they are using a strong complex sentence structure, a noun clause. Then spend time identifying the simple structures within—subjects, verbs, and objects—that they have been identifying throughout the text. Point out and praise student examples of this sentence pattern in speech and in writing.

Activity 1. Combining Clauses with *Think, Believe, and Know* (pp. 84–85)

**Note:** That *can be left out of these sentences.*

2. I know (that) he is still very young.
3. I believe (that) he was still a teenager when he turned professional.
4. I think (that) he started his career as a shortstop.
5. Now I believe (that) he plays left field.
6. I think (that) he has a very good arm.
7. I know (that) he can throw the ball hard.
8. I believe (that) he is a good batter too.
9. I believe (that) he is the youngest player to have the most homeruns in major league baseball.
10. I think (that) Miguel Cabrera is at the start of a very successful career.

(Note that in 2012, Cabera won the Triple Crown, something that had not occurred since 1967.)

Reading Activities

Building Vocabulary (p. 85)

The vocabulary presented is representative of what students are likely to encounter in an academic context. Some students will have trouble acquiring this new vocabulary while retaining the vocabulary of the earlier chapters. Routinely recycle this vocabulary. One tried-and-true method is staging an old-fashioned spelling bee. Another is Inside/Outside, a fun, active, and non-pressure technique for reviewing vocabulary. Ask students to form two lines with equal numbers of students, one “inside” whose members remain stationary, while students in an “outside” line rotate. The instructor calls out a new word that the pair then tries to define and use in an original sentence. The whole class reaches a consensus with at least one clear example before the outside line rotates to reveal a new pair who then work on a new word supplied by the instructor.
Activity 2. Matching Definitions (p. 85)

1. e
2. b
3. g
4. d
5. a
6. h
7. i
8. c
9. j
10. f

Expansion Activity: Using New Vocabulary in Original Contexts (p. 85)
The great disadvantage of matching exercises is that students can do well on this type of activity without being able to utilize the words in speech and writing. Spend some time getting students to experiment with this vocabulary in speech and writing using any of the techniques discussed in earlier chapters. Ask students to reflect on their most successful strategies throughout the course to remember and use new words. The metacognitive strategies will help them continue language learning long after the course ends.

Activity 3. Reading (p. 86)
This reading will prompt students to remember their own wonderful teachers. Prepare them for this reading by ask them to list (1) three memorable teachers they have had and then (2) three of the most important features required to be a great teacher. Pairs or trios of students working on the second part of this preview will ensure lively conversation.

Activity 4: Respond (pp. 86–87)

2. She offered to teach conversational English every day during lunch.
3. He thought she was dedicated to give up lunch.
4. She knew that English would help them get scholarships and find jobs.
5. He was shocked.
6. He could not understand very many words in English.
7. She used only English when she knew they knew the words.
8. She made the classes interesting with songs and fun stories.
9. She encouraged them to bring in the English they found in their daily lives.
10. He feels very grateful to his teacher.
Grammar Activities

Verb + V-ing Forms and Verb + To + Verb (p. 87)

This section introduces the concept of gerunds and infinitives by first introducing their forms before their traditional grammatical names. Students like formulas and if they seem to “get” that verbs are additive, like building blocks. They grasp that more verbs add information. It’s a good time to remind students how powerful verbs are, that not only are they the action words in sentences, but they can turn themselves into other parts of speech (like nouns studied here, and adjectives, which will be studied later).

That changeability of verbs, that they can be used a verb, nouns, or adjectives, is part of the reason that students have such a tough time with them. The lessons that have emphasized students’ identifying parts of speech should not be abandoned. The ability to identify S + V and S + V + V-ing or S + V + to + v is just as important here. Whenever a sentence is projected to students as a class, whether in a reading or a class exercise, or even a sentence uttered casually by a student that is copied on the board, take the opportunity to remind students of the changeability of verbs.

Expansion Activity: Verb + V-ing Forms and Verb + To + Verb (p. 87)

Play a version of 4 Corners with some of these verbs presented at the bottom of page 87. Establish set answers in each of the four corners of the room. The SE corner can be swimming, the NE can be cooking, the SW reading, and the NW can be playing soccer. Ask students to go into the corner that represents their favorite pastime. Once there, they can make up conversations with the various verbs listed in the chart. They can even write a few of those sentences in newsprint to be posted around the classroom for review.

Activity 5. Verbs Plus Gerunds or Infinitives (p. 88)

2. watching
3. to work
4. eating/to eat
5. to work
6. to teach
7. to get
8. studying/to study
9. being/to be
10. working

Renaming Phrases (p. 88)

The technical terminology of this grammar point is appositives, but the simple term renaming phrases reminds students exactly how these phrases function. And it should also remind them that they are dealing with phrases not clauses, so their search for parts of speech will be somewhat easier. Note the lack of a verb in each renaming phrase and never miss a chance to emphasize the difference between clauses and phrases. Punctuation is essential to teach. Stress that the commas make these phrases easier for readers (and beginning writers!) to identify and understand.
Activity 6. Making Sentences with Renaming Phrases (p. 89)
This activity makes a tight paragraph when its sentences are completed. Copy it out for students in paragraph form, and read it aloud as a class.

2. a terrible sickness
3. a long time
4. a kind person
5. a difficult job for her
6. a hard worker
7. a gift from her to her friends
8. ten thousand dollars

Writing Activities

Activity 7. Journal Topics (p. 90)
As students write on these topics, share them with the class (with permission of the author, of course) and add the names of these persons to your class Celebrity party game. Play a round each day during this chapter as a fun way to warm students up!

Expansion Activity: Additional Journal Topics (p. 90)
The web has amazing resources for educators on the topic of heroes, superheroes, and celebrities. A simple search using one of these three words “+ esl lesson plan” will bring up a bounty of material. Take the time to come up with a handful of sites that the students would particularly enjoy and send them to a site a day to browse through the pages and reflect on the usefulness of the site. Some possibilities are:

• CNN Heroes
• PBS American Masters Series
• myhero.com
• factmonsterpeople

Many thoughtful lesson plans on the web exist to help young people distinguish between heroes and mere celebrities. Some of these materials ask students to reflect deeply on activism, philanthropy, and innovation. Or, if the needs of the students require lighter fare, many excellent resources are available for brainstorming and generating superheroes and putting them into comic strips that are built online. Explore and have fun!
Activity 8. Guided Sentence Practice (pp. 90–91)

Pair work might be a nice way to get students started on this writing assignment. The questions can be used as starters for an interview. Student A can ask questions of Student B and type in the answers at a computer. Student A can also ask more questions about information that is particularly interesting or needs more detail. At some point, the students can switch roles and Student B can be the interviewer and transcriber of Student A’s hero’s story. At the end of the period, students can email each other these notes to shape into a first draft.

Activity 9. Writing a First Draft (p. 91)

Mesay’s and Benito’s paragraphs explore very different ways to complete this assignment. They serve as good models for students and provide extra reading practice. Students can also analyze and identify parts of speech and sentence types in preparation for writing their own first drafts.

Writing Concluding Sentences (p. 92)

Many teachers use the “hamburger” model to teach introductions and conclusions, comparing the intro and conclusion as the bun that surrounds the “meat” of the essay. Have a bit of fun by bringing in actual hamburger buns and asking students to describe them. One or more students may notice that while the two pieces of bun are similar they are not exactly alike. That point is precisely what students need to grasp, and it’s the trickiest part of writing concluding sentences—how to restate the main idea without being repetitive.

Remind them that many well-known and experienced writers struggle with writing intros and conclusions. As they gain experience, it will become easier. No one learns to write beautifully in one day, one week, or even one class, yet many students come into the university writing class expecting just that. It can be helpful to remind them often and gently that writing skills take a lot of time to acquire.

Activity 10. Writing Concluding Sentences (p. 92)

As in Chapter 5, this activity requires students to produce their writing from the beginning of the term. Some students will be able to produce their work immediately, all neatly arranged in a folder or binder. Others may be able to come up with one or two crumpled papers found under the seat of the car or buried in the bottom of a book bag. Hard as it is to coordinate this activity, many teachers ask students to review their writing over the course of the term with good results. It is enormously useful for students to reflect on what has improved their writing and what still needs work. This articulation of learning strategies is metacognition, and research points to these practices as essential to student success.
Revision

Activity 11. Peer Editing (p. 93)

If pairs of students planned first drafts through the interview method outlined in Activity 9, make sure to switch the pairs up for this activity. Go over the form with students before they begin reading, pointing out that Question 1 is a pure opinion of the reader, Question 2 asks for a short summary, Question 3 looks for specific grammatical forms, and Question 4 seeks to uncover unclear passages.

Expansion Activity: Peer Editing with Discussion Boards, Blogs, and Wikis (p. 93)

Many teachers have successfully used various technologies for collaborative feedback and peer editing. A quick search of the web can provide instructions on how to get started with these technologies. Wikis have a distinct advantage over the other resources in providing an accurate history of the changes that the writer can easily browse and recover. One disadvantage to using a wiki is that students may find it easier to focus on local grammatical errors rather than the larger rhetorical issues that are more appropriate at this stage of writing. For this reason, consider using the wiki for whole-class editing of a single draft that is sound rhetorically and is ready for sentence-level scrutiny.

Activity 12. Writing Additional Drafts (p. 94)

Note that the organization section in the rubric on page 73 now asks for both topic and concluding sentences.
Chapter  Six: Telling  about Her  oes  

Rubric for First Draft  

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating (Check one)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Content and Vocabulary</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic Sentence</td>
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<tr>
<td>• Sentences that Explain the Topic</td>
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</tr>
<tr>
<td>• Sentences that Conclude and Explain why the Person is a Hero</td>
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<tr>
<td>Repeated Key Words, Phrases, Transitions, and Linking Words</td>
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<tr>
<td>General Comments and Suggestions for Next Draft:</td>
<td></td>
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</tbody>
</table>
Activity 13. Working on Grammar (p. 94)
As in Chapter 5, keep students focused on finding subjects and verbs in both independent and dependent clauses.

Expansion Activity: Grammar Checklist (p. 94)
Ask students to fill out the checklist on pages 75–76 to double-check their subjects, verbs, and DCWs. Labeling the types of sentences they are constructing—simple, compound, and complex—will keep their focus on sentence variety, an element of style that they will recognize much later in the process.

Activity 14. Preparing a Final Draft (p. 94)
For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 77 to give students important evaluation and feedback.
Chapter 6: Telling about Heroes

Grammar Checklist | Name ________________________________

*Find and list in the chart each dependent clause you’ve written. Separate the words into their proper column. Then check your punctuation. If the dependent clause comes before the independent clause, then put a comma between them. If the dependent clause comes after the independent clause, a comma is not necessary.*

<table>
<thead>
<tr>
<th>DCW (dependent clause word)</th>
<th>Dependent Clause (S + V)</th>
<th>If the dependent clause is before the independent clause, is there a comma separating the two clauses?</th>
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</table>
Review the formulas of the three sentence types. Now look at your sentences. Copy each sentence from your writing into the proper column. If it is a simple sentence, write it in the first column. If it is a compound sentence, copy it into the second column and so on. When you’ve copied all of your sentences, count up the totals of each type of sentence. Are there some sentence types that you could add or delete? Can you combine any sentences?

<table>
<thead>
<tr>
<th>Simple</th>
<th>Compound</th>
<th>Complex</th>
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</table>

|          |          |         |
| Total # of simple sentences | Total # of compound sentences | Total # of complex sentences |
**Chapter 6: Telling about Heroes**

**Rubric for Final Draft**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellent 90–100</th>
<th>Good 89–80</th>
<th>Average 79–70</th>
<th>Weak 69–0</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical &amp; Creative Thinking</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>30 points Content and Ideas</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20–0</td>
<td></td>
</tr>
<tr>
<td>• Sentences give information about an exceptional person.</td>
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<tr>
<td><strong>Organization</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10 points Order and progression of Ideas</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6–0</td>
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<tr>
<td>• Draft has a topic sentence.</td>
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<tr>
<td>• Traits about the person are related in logical order.</td>
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<tr>
<td>• Details and stories about these traits are explained.</td>
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<tr>
<td>• Transitions and linking words are used.</td>
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<tr>
<td>• Closing sentences discuss why the person is a hero.</td>
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<tr>
<td><strong>Language Use</strong></td>
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<tr>
<td>20 points Vocabulary and Word Forms</td>
<td>20–18</td>
<td>17–16</td>
<td>15–14</td>
<td>13–0</td>
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<tr>
<td>• Words are used with proper form and meaning.</td>
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<tr>
<td><strong>Sentence Structure</strong></td>
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</tr>
<tr>
<td>10 points</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td></td>
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<tr>
<td>• Sentences have subjects and verbs.</td>
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<tr>
<td>• Simple, compound, and complex sentences are used.</td>
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<tr>
<td><strong>Grammar and Mechanics</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>30 points</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• Subjects and verbs agree.</td>
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<tr>
<td>• Verbs are in the proper tenses.</td>
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<tr>
<td>• Negatives are used correctly.</td>
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<tr>
<td>• Sentences have the proper punctuation.</td>
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</table>

You are improving in the following areas:
1. 
2. 
3. 

You still need to work on the following areas:
1. 
2. 
3. 

Final Grade:
Chapter 7: Telling about the Future and Getting Older

Objectives

• Reading stories about older persons who are admirable
• Introducing adjective clauses as another dependent clause structure
• Introducing verb forms that explain possibilities and wishes
• Asking students to reflect on issues of aging

Opening Photograph and Questions (p. 95)

To prepare for this chapter, spend some time on the internet looking at senior resources in the U.S. A good place to start is the government site for the Administration on Aging. Put together a short slide show of images of seniors that both fit and break the stereotypes that your students are likely to have about the elderly. Ask students the question on page 95 next to the photo, “What kind of older person would you like to be?” and ask them to brainstorm a list or cluster of traits they would like to have as they age.

After they have exhausted their lists, show the slideshow or bring in printed photographs of seniors. Discuss how these seniors conform to or deviate from their conception of who an older person should be or what a senior should do. Ask them to go back to their lists and revise, delete, or add anything that occurs to them. Ask students to share their lists in small groups.

Expansion Activity: Sharing Stories (p. 95)

English language learners who are studying for the university tend to be young people, and young people as a general rule don’t think a lot about getting older. Some classrooms will be lucky enough to have non-traditional, older students or younger students who have a special affinity for elders. If so, utilize these wonderful resources to their fullest extent; invite those students to share their experiences that cross generations. The instructor should share stories too of his or her own parents and grandparents. International students are curious about the “American Senior.” Stories of real-life people with diverse attributes can shatter stereotypes to build strong cultural knowledge. The result of all this discussion will be a richer, fuller context in which students may grow as writers and speakers of English.

Expanding Sentences

Complex Sentences with That, Who, and Which (p. 96)

This section introduces an enormous topic, so don’t worry if students’ don’t understand the finer points. As high-beginning/low-intermediate students, they will have many opportunities later in their studies to recycle and review this information. The aim here is to introduce the concept that clauses, (s + v) units, can work like adjectives and attach themselves to nouns. Just as the focus throughout the text has been on identifying subjects and verbs, so it is here, with the added awareness of how they relate to, and amplify, nouns.
Activity 1. Identifying Adjective Clauses (pp. 96–97)

The purpose of this activity is to activate students’ monitors to look for the three types of DCWs for adjective clauses—*who, which,* and *that*—and tie them back to the nouns to which they relate.

2. She was a woman who knew how to live.
3. She married a man who was a colonel in the Air Force.
4. After World War II, they moved to a German *city that was very poor.*
5. She organized a *club that helped poor German girls.*
6. She also moved to Japan with her *husband who was stationed there.*
7. Aunt Virginia started a school for Japanese *women who wanted to learn English.*
8. Aunt Virginia told exciting stories that made my husband *want to travel to the Orient.*
9. She loved to read books that were full of adventure.
10. She loved visiting places that were far away.

Activity 2. Combining Sentences with *That, Who,* and *Which* (pp. 97–98)

This activity is more challenging that the previous one. Clear a substantial amount of class time to linger over the students’ sentences in print, either in newsprint posted around the room, or projected or printed in a Word document. If possible, give some attention to the punctuation of restrictive clauses.

2. She gave wonderful parties, which were quite large. *OR* She gave wonderful parties that were quite large.
3. She hired musicians who were the best in the city. *OR* She hired musicians that were the best in the city.
4. She served food that was delicious. *OR* She served food, which was delicious.
5. Sometimes she invited us to small dinners that were for family only. *OR* Sometimes she invited us to small dinners, which were for family only.
6. At the age of 83, her husband had a stroke that left him very weak. *OR* At the age of 83, her husband had a stroke, which left him very weak.
7. For nine years, she nursed him in their home that became like a hospital.
8. She nursed her husband with a love that was patient and kind.
9. She died soon after her husband with a peace that was beautiful.
10. I will always admire this woman who changed my life.
**Reading Activities**

**Building Vocabulary (p. 98)**

The vocabulary in this chapter is more academic, so ask students to research the words in dictionaries and online guides so that they are studying parts of speech, frequent collocations, and sample sentences for each of the words.

**Activity 3. Using Adjective Clauses to Define (pp. 98–99)**

The definitions are written as adjective clauses, identified by bold print. Ask students to identify main subjects and verbs (Big S + V) and subject complements as well as dependent clause subjects and verbs (little s + v). See Activity 4.

2. opportunity
3. attitude
4. challenge
5. encourage
6. adore
7. inspire
8. advice
9. overcome
10. strict

**Expansion Activity: Make Your Own Games: Taboo and Jeopardy (p. 99)**

The structures used to define the words in Activity 3 also make it easy to use these sentences in two popular games that can be adapted for language learning activities. The board game Taboo can be turning into an ESL guessing game where Team A pulls a card with a vocabulary item and then has to get members of Team B to guess the right word using only adjective clauses that describe the word. This game is useful for reviewing vocabulary items from earlier chapters.

Jeopardy, the well-known quiz show where the answers are given but contestants have to provide the questions, can be an effective review activity as well. The fill-in-the-blank sentences from Activity 3 can be manipulated in this fashion:

**Instructor:** “Co-worker”
**Student:** “What is a person who works with another worker?”

To start the activity, students can use their books to turn the sentences into questions. As the students get more familiar with the structures, stretch them a bit by requiring closed books and/or using other vocabulary items where they must create the adjective clause structures.
Activity 4: Finding Subjects and Verbs in Adjective Clauses (p. 99)

1. s = who, v = works; S = coworker; V = is
2. s = that, v = can make; S = opportunity; V = is
3. s = that, v = shows; S = attitude, V = is
4. s = that, v = is; S = challenge, V = is
5. s = that, v = helps; S = to encourage, V = is
6. s = that, v = is; S = to adore, V = is
7. s = that, v = makes; S = to inspire, V = is
8. s = that, v = can help; S = advice, V = is
9. s = situation, v = can not continue; S = to feel overcome, V = is
10. s = who, v = is; S = person, V = wants

Activity 5: Reading (p. 99)

This passage presents the story of a grandmother who is in college. Prior to class presentation of this passage, perform an internet search with the phrase “oldest college graduate” and browse the images and videos. Select a short video or one or two images that seem appropriate for the needs of the class. To introduce the reading, show it and ask students to write their reactions to the images of older persons seeking education. Ask students if they have ever had an older friend, a very different thing than knowing an older person who is a relative.

Activity 6: Respond (p. 100)

2. Mary decided to go back to school to get a degree in music.
3. Mary has children and grandchildren to keep her busy.
4. Mary wanted a challenge in her life.
5. She is at school every day at 8 o’clock doing homework. She has bad knees but never minds walking up the stairs. She looks at problems as opportunities.
6. She gives him good advice.
7. Sometimes he helps her with her computer.

Activity 7: Reading (pp. 100–1)

While Martin’s friendship with an adult old enough to be his grandmother is an unusual one, students will identify with Shahzad’s story of an influential grandparent. To prepare students to read, put them in pairs and trios to relate stories of their grandparents to their peers. Once all students have had a chance to speak about their relatives, open a full-class discussion and ask members of the group to speak about another student’s grandparent (not their own). This activity forces students to listen well and retain main ideas needed to summarize content.
Activity 8: Respond (p. 101)

2. Coworkers, friends, and neighbors all respected him.

3. When Shahzad was a young child, his grandfather taught him right from wrong.
   He taught him the proper way to speak and how to behave.

4. He encouraged Shahzad to work in school for the highest grades.

5. He taught him to go to sleep early at night and get up early in the morning.

6. He started making excellent grades.

7. In college he still plans his time in this way.

Grammar Activities

Using the Verbs Can and Could (p. 102)

Students are being introduced to modals in this chapter, but as with other complex and confusing grammatical points presented in earlier chapters, the explanations are kept short with limited variant meanings and forms. More advanced students may ask for greater clarification about modals’ uses and meanings; these explanations may be best handled on a case-by-case basis outside of regular class time.

Using the Verbs Hope and Would Like (p. 102)

The most important point for students to see here is that these two particular verbs require an infinitive instead of the base verb as in can and could. Students may also be confused about the subtle differences in meanings. Differentiating these shades of meaning is the most difficult aspect of using modals for many students, in fact. Give plenty of opportunities for practice, orally and in writing. Although many ESL websites offer online quizzes on modals, it is always best to preview content carefully.

Activity 9. Using the Verbs Can, Hope, and Would Like (p. 103)

2. to be

3. to help

4. to thank

5. love

6. to earn

7. go

8. complain

9. to study

10. to be
Writing Activities

Activity 10: Journal Topics (p. 103)
Aging is a complex topic and is very much bound to cultural norms. Explore students’ attitudes about these topics.

1. What is the best age to retire? Explain your opinion.
2. Should older workers be forced to retire at a certain age to make room for younger employees?
3. If you made a lot of money early on in your career, would you retire at an early age?
4. What activities would you like to do when you retire?
5. Where would you like to live when you retire?
6. Where would you like to live when you can no longer live independently? In a nursing facility or with your family?
7. How many years would you like to live? Why?
8. Should the government take care of the elderly? Or do you think this is a family responsibility?
9. If your parents had to go to a nursing home, how would you feel?
10. Many people are frightened of old age because of the mental and physical disabilities that result from aging. What scares you the most about growing older?

Activity 11. Guided Sentence Practice (p. 104)
These open-ended questions are designed to get students focused on a hierarchy of qualities or traits. The most important is elicited first, with examples, and then other qualities are listed with some details. Students are guided to write a closing statement that summarizes why this older individual is influential in the student’s life. Ask students to note answers to these questions in an in-class activity, and then share with a partner. Hearing other students’ answers may trigger other memories or fuller responses. Highlight a few of elders’ qualities and examples of those qualities in a full-class discussion.

Activity 12. Writing a First Draft (p. 105)
The sample paragraphs in the text are becoming longer and so should student writing. Push students to write with concrete, specific details.

Adding Supporting Details (pp. 106–7)
This section explains more about the “meat” of the hamburger referred to in Chapter 6. The bullet points in this section offer six different concrete ways of showing how much Mai’s mother cares about her family. Ask students to match up each bullet point with the sentence that explains the point. Spend a little time on the four sentences that explain how Mai’s mother is proud of their Vietnamese heritage. A short story is embedded within the paragraph: the kids argue that they are more American than Vietnamese and the mother effectively refutes this argument. Encourage students to embed these short stories in their own writing.
Activity 13. Adding Supporting Details (p. 107)
Travel is a favorite pastime of older adults who, in retirement, sometimes have the time and money that they did not have when they were younger. Young adults studying abroad may be experiencing opportunities that their parents have not enjoyed. This task asks them to imagine the places that they will want to see before they die. The book 1000 Places to See Before You Die has an accompanying website and app for mobile devices. If time permits, ask students to peruse the site before they write. Their research will ensure they have plenty of details to insert into their paragraph.

Revision
Activity 14. Peer Editing (p. 108)
Question 1 asks the editor to summarize a main idea, which should be reflected by both the topic sentence and the concluding sentence. Question 2 specifically asks about an embedded story (see teaching notes for Activities 11 and 13). Question 3 asks the editor to identify adjective clauses, while Question 4 will point to any omissions in content.

Activity 15. Writing Additional Drafts (p. 109)
The rubric on page 85 is focusing again on topic sentences.

Activity 16. Working on Grammar (p. 109)
Because adjective clauses can take a long time for students to master, this grammar section will be primarily focused on checking adjective clauses. Remind students to match subjects and verbs of both independent and dependent clauses, but spend more class time on finding (1) the DCWs of that, which, and who and (2) the agreement of verbs with the nouns being modified. Ask students to fill out the checklist on page 86 to check their adjective clauses. If they have trouble finding sentences that contain adjective clauses, pair them with other students who can suggest sentences that can be combined using that grammatical pattern.

Expansion Activity: Grammar Checklist (p. 109)
Ask students to fill out the checklist on page 86 to double-check their subjects, verbs, and DCWs.

Activity 17. Preparing a Final Draft (p. 109)
For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 87 to give students important evaluation and feedback.
Chapter 7: Telling about the Future

Rubric for First Draft
Name ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating (Check one)</th>
<th>Comments</th>
</tr>
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<tr>
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<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic Sentence</td>
<td></td>
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<tr>
<td>• Sentences that Explain the Topic</td>
<td></td>
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</tr>
<tr>
<td>• Sentences that Explain the Influence of the Older Person</td>
<td></td>
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<tr>
<td>Repeated Key Words, Phrases, Transitions, and Linking Words</td>
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<td></td>
</tr>
<tr>
<td>General Comments and Suggestions for Next Draft:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Effective Sentences: Writing for Success
Jan Fluitt-Dupuy
http://www.press.umich.edu/104071/effective_sentences
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Michigan ELT
Chapter 7: Telling about the Future

Grammar Checklist

Find and copy in the chart each adjective clause you’ve written. Separate the words into their proper column. Then check your punctuation. If the adjective clause helps identify the noun, then commas are not needed. If the adjective clause gives extra information about the noun, then add commas before and after the clause.

<table>
<thead>
<tr>
<th>DCW (who, that, which)</th>
<th>V + other words</th>
<th>Clause helps identify the noun? (no commas)</th>
<th>Clause gives extra information? (use commas)</th>
</tr>
</thead>
<tbody>
<tr>
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## Chapter Seven: Telling about the Future

### Rubric for Final Draft

<table>
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<tr>
<th>CRITERIA</th>
<th>Excellent 90–100</th>
<th>Good 89–80</th>
<th>Average 79–70</th>
<th>Weak 69–0</th>
<th>Comments</th>
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<tbody>
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<td><strong>Critical &amp; Creative Thinking</strong></td>
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<tr>
<td>Content and Ideas 30 points</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20–0</td>
<td></td>
</tr>
<tr>
<td>• Sentences give information about an older person.</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order and progression of Ideas 10 points</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6–0</td>
<td></td>
</tr>
<tr>
<td>• Draft has a topic sentence.</td>
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<tr>
<td>• Person's qualities are told in an order beginning with most important.</td>
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<tr>
<td>• Transitions and linking words are used.</td>
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<tr>
<td>• Closing sentences discuss the person's influence.</td>
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<tr>
<td><strong>Language Use</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary and Word Forms 20 points</td>
<td>20–18</td>
<td>17–16</td>
<td>15–14</td>
<td>13–0</td>
<td></td>
</tr>
<tr>
<td>• Words are used with proper form and meaning.</td>
<td></td>
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<tr>
<td><strong>Sentence Structure</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10 points</td>
<td>10–9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>• Sentences have subjects and verbs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simple, compound, and complex sentences are used.</td>
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<td></td>
</tr>
<tr>
<td><strong>Grammar and Mechanics</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 points</td>
<td>30–27</td>
<td>26–24</td>
<td>23–21</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• Subjects and verbs agree.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Verbs are in the proper tenses.</td>
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<tr>
<td>• Adjective clauses are used.</td>
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</tr>
<tr>
<td>• Sentences have the proper punctuation</td>
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</tbody>
</table>

You are improving in the following areas:
1.  
2.  
3.  

You still need to work on the following areas:
1.  
2.  
3.  

Final Grade:
Chapter 8: Telling about Future Work

Objectives

- Reading about students’ dreams and aspirations of satisfying work
- Practicing the fourth type of sentences: compound-complex sentences
- Learning about the forms, functions, and meaning of future tense verbs
- Speculating about what job students might be doing in the future

Opening Photograph and Questions (p. 110)

At this point in the term, classmates are well acquainted with one another. Ask students to answer the questions on a piece of paper. Then put the papers into a hat. Mix them well. Read each aloud to the class, and ask students to guess which students desire which jobs. The result should be absorbing and amusing for students.

Expansion Activity: Student Interest Inventories (p. 110)

The web is a great resource for career information, but it can be a bit overwhelming. Type “middle school career interest inventory” to find a variety of Powerpoint presentations, print and online worksheets, as well as innovative online games. Print sources from the school’s career services center or from the library can make good preparatory activities. This type of personal exploration in terms of preferences and skills at the beginning of the chapter can deepen a student’s understanding of the readings and of themselves and their futures. At the end of the term, it can provide a nice bridge to the assessment of this course and what remains to be accomplished in subsequent courses.

Expanding Sentences

Compound-Complex Sentences (p. 111)

Empower students by asking them if they know what a compound sentence is and then what a complex sentence is. Once the answers are reviewed, then tell students that they already know the fourth sentence type, and so they already know what they need to know about sentences. Using lots of examples from student papers, plot out the skeleton of the compound-complex sentence:

- DCW + s + v, S + V, and S + V.
- S + V + DCW + s + v, and S + V.
Activity 1. Combining Compound and Complex Sentences (pp. 111–12)

2. His grandfather passed away when Shahzad was in high school, but his dream is still alive.

3. Even though Shahzad was always good in math and biology, he did not have a high enough score to get into medical school in Pakistan, so his father encouraged him to study computer science.

4. When his father left for the U.S., he asked Shahzad to come with him, and Shahzad said he would think about it.

5. Even though Shahzad did not want to leave Pakistan at that time, he knew it would be a good opportunity, and he would get a good job.

6. Now Shahzad is working on a degree in computer science, but he can not stop thinking that he could still be a doctor.

7. Because he still wants to help people get well, he thinks that computer work will soon bore him.

8. After he works a few years, he will take a few science courses, and he can apply to medical school in the U.S.

Reading Activities

Building Vocabulary (p. 113)

Students will need to tease many subtleties of meanings and information about collocations about these words. After the partner work in which students are making informed guesses about this vocabulary, assign a kind of jigsaw research project. Split the class into six groups, and give them each a single word to become an expert on. Plan class time when the groups can present the vocabulary, part of speech, sample sentences, and collocations. All information should be entered into student vocabulary notebooks or on flashcards.

Activity 2. Words for Work (p. 113)

A job is regular work that someone is paid to do.
Work is physical or mental effort toward a result, like a job.
A career is the progress of work someone does throughout his or her life.
A profession is work that requires special training or skill.
An occupation is a formal way of saying what a person does to earn a living.
Employment is paid work in a company or organization.
Activity 3. Defining Work Vocabulary (p. 113)

2. decision
3. ideal
4. management
5. prefer
6. comfortable
7. intern
8. corporate chain
9. reputation

Activity 4: Reading (p. 114)

To prepare for the readings, ask students to create a mind map in which they explore the similarities and differences between these three professions:

- police officer
- hotel manager
- musician

Debrief first in small groups and then as a full class. Project a mind map that represents contributions for all students on a board or an overhead.

Activity 5. Respond (pp. 114–15)

When going over the answers, pay particular attention to future tenses.

2. He is working on a degree in hotel, restaurant, and tourism management.
3. He likes hotel work because he gets to work in a nice place, wear a suit, and meet people.
4. He enjoys making people feel comfortable and happy.
5. He does not think he will own his own hotel.
6. Endy would prefer to work for a big corporate chain of hotels.
7. He is going to try to work in a U.S. hotel for a year.
8. He will probably work in Malaysia or Thailand.
9. His dream job is to work at the Ritz Carlton in Bali.

Activity 6. Reading (p. 115)

See teaching notes for Activity 4.

Activity 7. Respond (pp. 115–16)

Note the many different tenses that are used in this paragraph, including the forms of would like and hope.

2. His parents gave him guitar lessons, and he decided to become a musician.
3. He hopes to graduate with a degree in music.
4. He would like to teach and play guitar in Central or South America.
5. He hopes to get a good job because he speaks three languages.
7. He wants to have a reputation as a fine musician.
Grammar Activities

Future: Using Will + V (p. 116)
Grammatically, this tense rarely gives students great trouble. The negative form and the pronunciation of the contracted form, however, can be difficult for some students to master.

Activity 8. Using Will + V (p. 117)
Let students practice the contracted and negative forms.
2. will graduate
3. will get
4. will try
5. will work
6. will stay
7. will have
8. will go
9. will work
10. will try

Future: Using Be Going To + V (pp. 117–18)
Pronunciation is also a major issue with this tense because of contractions and the infamous gonna. Students will be motivated to hone speech patterns.

Activity 9. Using Be Going To + V (p. 118)
2. am going to graduate
3. are going to be
4. are going to try
5. are going to work
6. is going to stay
7. is going to have
8. are going to go
9. am going to work
10. are going to try

Writing Activities

Activity 10: Journal Topics (p. 118–19)
Search for conversation questions about jobs, work, and occupations on the internet. TESL-EJ has a wealth of questions that can be adapted for quick journal assignments. These questions are extensive and categorized by topics which can be easily navigated.
Expansion Activity: Mock Job Interviews (pp. 118–19)

If the institution maintains a career services center, someone from the center may be available to provide important resources and/or conduct mock interviews. Help students prepare for an interview by presenting lists of common questions and asking them to draft answers on note cards. Pull questions, a couple per day for an impromptu speaking activity for students drawn from random. If time permits, mock interviews can be videotaped and replayed for self-assessment by the student.

Activity 11. Guided Sentence Practice (p. 119)

The questions here are not as tidily arranged as other guided sentences activities in past chapters. Students may choose to start off a paragraph about a childhood wish that has changed or remained the same or they may choose to start with present day rather than go back to childhood. A student could very well have no idea what profession he or she will end up in. Encourage students to write truthfully about what they are experiencing at the moment. They may also be well-equipped at this point in the term to go outside a prescribed rhetorical pattern to write sentences that form their own logical connection.

Activity 12. Writing a First Draft (p. 120)

Because the guided sentence practice has been open-ended, students may need some help in shaping sentences that will become a first draft. It may be particularly helpful to write this draft in class. It might also be helpful to outline a possible draft together so that students have at least one viable starting point.

Sentence Variety (p. 121)

This topic deals with the issue of style in second language writing. If students are still struggling with accuracy, it may be best to emphasize instead the ability to identify the basic parts of speech. As has been stressed repeatedly in this teaching guide, this skill is of primary importance, not just at this beginning stage but throughout the language learning process. However, if students are ready for additional challenges, encourage them to examine and analyze the sentences they tend to construct. Remind them of the range of structures that they have available to them.

Activity 13. Identifying Sentences for Variety (p. 121)

Working with a partner will lighten the difficulty of this exercise and allow for the possibility of students teaching each other, thus leading to greater student autonomy.

Expansion Activity: Sentence Variety (p. 121)

Review the four types of sentences that have been studied throughout the term. Put up on newsprint around the room all the available grammatical forms that they have studied this term with one sample sentence that illustrates the sentence type. Then ask students to scour their papers for examples of these types of sentences and write the sentences
they find directly on the newsprint. Correct the sentences together, editing and rewriting where necessary.

- **S + V**. (simple)
- **S + V,** *and* **S + V**. (compound)
- **DCW + s + v,** **S + V**. (complex with introductory adverb clauses)
- **S + V + DCW + s + v**. (complex with adverb clauses that follow main verbs)
- **S + V + DCW (that) + s + v** (complex with noun clauses)
- **S + DCW (who, which, or that) + v + V** (complex with adjective clauses)
- **DCW + s + v,** **S + V,** *and* **S + V**. (compound-complex)
- **S + V + DCW + s + v,** *and* **S + V**. (compound-complex)

**Note:** The final category of sentence types can have all the forms that complex sentences have with the addition of a second main Subject and Verb, but it may be wise to keep this category deliberately simplistic.

**Revision**

**Activity 14. Peer Editing** (p. 122)

Questions 1 and 2 ask the editor to summarize crucial aspects of the writing assignment into a few short sentences. Question 3 tries to isolate students’ attention on just finding compound-complex sentences. Question 4 attempts to show the author where lapses are in content or the narrative.

**Activity 15. Writing Additional Drafts** (p. 123)

Because students have learned about topic sentences in this chapter, the criterion labeled organization is expanded. Share the rubric on page 94 with students before they write a first draft so that they will have a blueprint of what constitutes good writing at this stage and how they will be evaluated.

**Activity 16. Working on Grammar** (p. 123)

At the end of this term, students are likely to be writing longer paragraphs with more opportunities for error. Students can quickly become overwhelmed by the enormity of trying to discover all their mistakes in one read. Break down the process and lead them through the bullet points, one by one. Circulate and observe how students review their own work. Good editing techniques make for independent learners.

**Expansion Activity: Grammar Checklist** (p. 123)

Ask students to fill out the checklist on pages 95–96 to double-check their subjects and verbs and to label the types of sentence they are constructing.

**Activity 17. Preparing a Final Draft** (p. 123)

For final draft assessment, editorial commentary on the draft itself can be very brief. Use or adapt the rubric on page 97 to give students important evaluation and feedback.
### Chapter 8: Telling about Future Work

#### Rubric for First Draft

<table>
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<tr>
<th>Criteria</th>
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<td>• Sentences that Explain Present Skills and Future Work</td>
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<tr>
<td>• Sentences that Express a Hope or Wish for the Future</td>
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General Comments and Suggestions for Next Draft:

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Chapter 8: Telling about Future Work

Grammar Checklist

Copy each sentence from your writing into the proper column in the chart. If it is a simple sentence, write it in the first column. If it is a compound sentence, copy it into the second column and so on. When you’ve copied all of your sentences, count up the totals of each type of sentence. Are there some sentence types that you could add or delete? Can you combine any sentences?

<table>
<thead>
<tr>
<th>Simple</th>
<th>Compound</th>
<th>Complex</th>
<th>Compound-Complex</th>
</tr>
</thead>
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<tr>
<td>S + and + S + V.</td>
<td>S + V + and + V.</td>
<td>DCW + s + v, S + V.</td>
<td>S + V + DCW + s + v.</td>
</tr>
</tbody>
</table>

Total # of simple sentences
Total # of compound sentences
Total # of complex sentences
Total # of compound-complex sentences

This checklist is reproducible. Copyright © 2013 University of Michigan.
Look at each subject and verb in your writing. List each in the proper column and row. Explain the reason for each of your decisions for verb tenses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Correct Tense?</th>
<th>Why or why not?</th>
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</tr>
</thead>
</table>
| Critical & Creative Thinking  
Content and Ideas  
30 points  
• Sentences give information about future hopes and aspirations for career and work. | 30–27 | 26–24 | 23–21 | 20–0 |          |
| Organization  
Order and Progression of Ideas  
10 points  
• Draft has a topic sentence.  
• Details about skills and abilities are given.  
• Transitions and linking words are used.  
• Closing sentences discuss the author’s hopes. | 10–9 | 8 | 7 | 6–0 |          |
| Language Use  
Vocabulary and Word Forms  
20 points  
• Words are used with proper form and meaning. | 20–18 | 17–16 | 15–14 | 13–0 |          |
| Sentence Structure  
10 points  
• Sentences have subjects and verbs.  
• Simple, compound, complex, and compound-complex sentences are used. | 10–9 | 8 | 7 | 6 |          |
| Grammar and Mechanics  
30 points  
• Subjects and verbs agree.  
• Verbs are in the proper tenses.  
• Negatives are used correctly.  
• Sentences have the proper punctuation. | 30–27 | 26–24 | 23–21 | 20 |          |

You are improving in the following areas:  
1.  
2.  
3.

You still need to work on the following areas:  
1.  
2.  
3.

Final Grade: